DOCUMENT RESUME

ED 032 095 LI 001 680

By-Howell, Marvin
School Libraries in California.
California State Dept. of Education, Sacramento.
Pub Date 68
Note-270p.; A report prepared for the California Legislature.
EDRS Price MF-$1.25 HC-$13.60
Descriptors-Consultants, Elementary School Libraries, Federal Aid, Financial Support, High Schools, *Junior College Libraries, Librarians, *Library Collections, Library Education, *Library Facilities, Library Materials, Library Services, *Library Surveys, *School Libraries, Statistical Data
Identifiers-*California

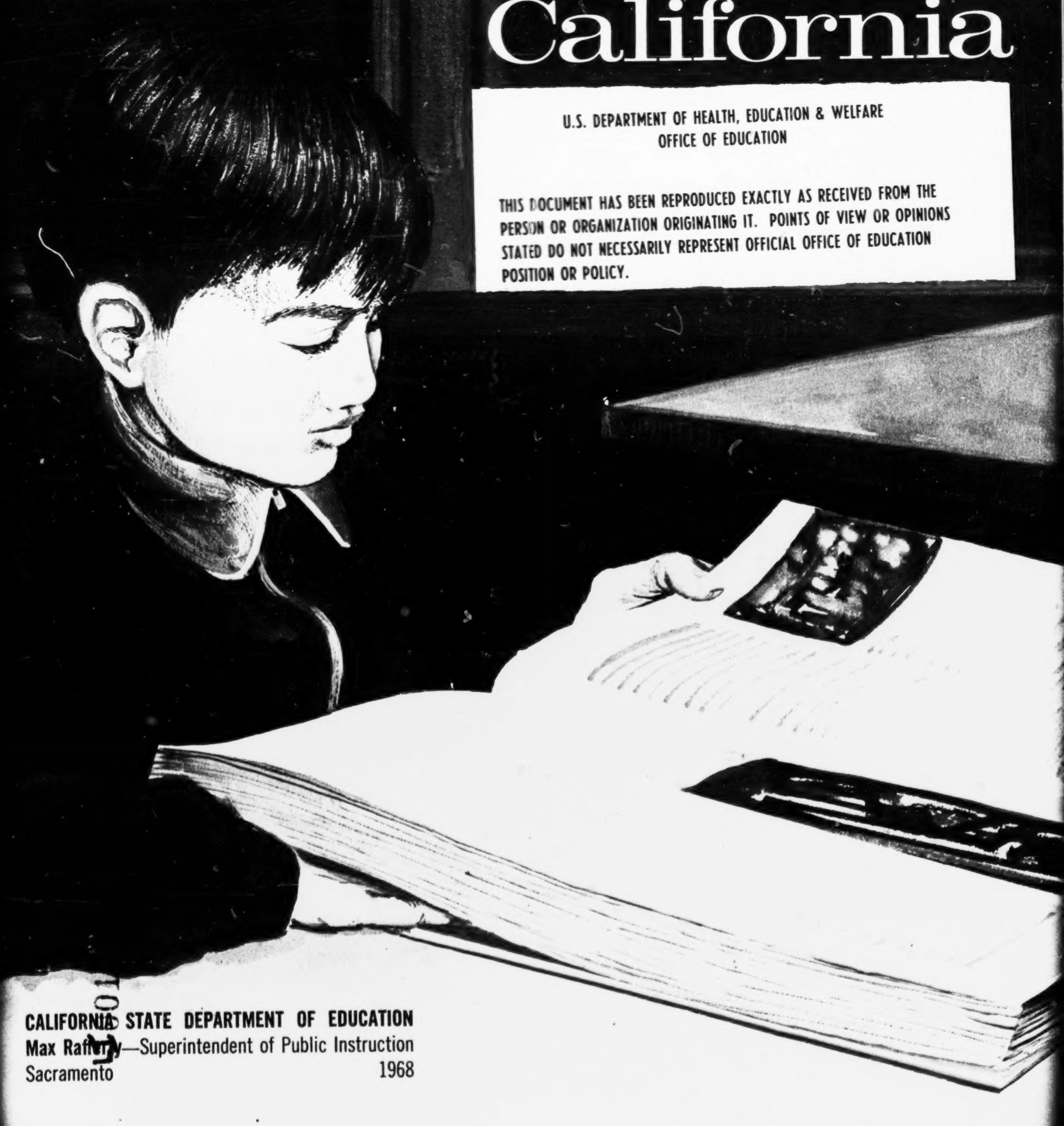
This is a report on the three-year statewide study of school library facilities, collections, and services maintained by school districts and those maintained by county superintendents of schools, counties, or cities and made available to schools on a contractual basis. Data for the study were collected on questionnaires sent to every elementary, high school, and junior college library in California, in work sessions and interviews, and from special reports. Adequacy of school libraries was examined by comparing the collected data with approved library standards. Chapter I reviews the background and methodology of the study. Chapter II is an overview of California school libraries. Chapters III through V discuss elementary, high school, and junior college libraries respectively. Other topics covered in the study include: (1) county and district organization of school library services, (2) cooperation of community libraries and school libraries, (3) librarians for California schools, (4) The Education Code and school libraries, (5) effects of federal aid on school libraries, (6) consultant services, (7) new California programs, and (8) recommendations for improvement of school libraries. (CC)

ED032095

School Libraries in California

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento 1968

ED032095

School Libraries in California

A Report to the California Legislature
Pursuant to Chapter 1650, Statutes of 1963,
and Chapter 1337, Statutes of 1965

Prepared by
MARVIN HOWELL
Coordinator, School Library
Research Project

Foreword

California schools must offer educational programs that are of sufficient breadth and scope to provide for every girl and boy opportunity to have the education he needs and wants and is capable of acquiring. And to offer such programs, the schools must have the services of highly trained personnel, appropriate physical facilities and equipment, and an abundance of well-selected and up-to-date instructional materials.

The California credentialing system provides for the schools a reasonable measure of assurance that the professional personnel available are properly trained. State assistance in school planning and financing has helped the schools to have good physical facilities. The State Board of Education has adopted for the elementary schools basic textbooks of different levels of difficulty and a rather large number of supplemental textbooks, and the high schools and junior colleges have been permitted to select the textbooks and supplementary materials they needed. However, the results of this study make it apparent that far too little has been done for the schools to have the library facilities, stock of library materials, and quality of library services they need and must have to maintain the quality of modern education programs that are required.

Max Rafferty

Superintendent of Public Instruction

Preface

School Libraries in California is a report of the statewide study of school library facilities, collections, and services that are maintained by school districts and those that are maintained by county superintendents of schools and by counties and cities and made available to schools on contractual bases. The intent of the study, which was authorized in 1963, was expressed by the Legislature as follows:

> It is essential to the provision of quality education that an adequate, effective library service be furnished by the schools. In order that the school libraries may keep pace with new developments in education, meet the increasing demands for general as well as technical information and for new services that modern educational techniques require, it is necessary to compile a description of existing services, and the extent to which they are available and to evaluate their adequacy against available standards. It is the purpose of this act to provide for such a study over a two-year period.

The study, which was conducted in accordance with the provisions outlined by the Legislature, produced the data needed to present a comprehensive picture of the school library facilities, collections, and services that were available during the three-year period the study was in progress. And by employing approved library standards as bases for evaluating the data collected, a picture has been produced which clearly reveals the extent to which the school library facilities, collections, and services are adequate.

Study of the various facets of this picture reveal many weaknesses in the California school library program that should be corrected as quickly as possible. However, those responsible for making the corrections should constantly be mindful of the fact that provision must be made to keep the school library programs up-to-date, appropriate, and adequate.

EUGENE GONZALES
Associate Superintendent of Public
Instruction; and Chief, Division
of Instruction

HARRY J. SKELLY
Chief, Bureau of Audio-Visual
and School Library Education

Acknowledgments

The following persons served as members of the Advisory Committee for the School Library Research Project:

Raynard C. Swank, Dean, School of Library Science, University of California, Berkeley (Chairman)

Mrs. Elaine Brandstad, President, Governing Board, Stockton City Unified School District

Edwin C. Coffin, Monterey County Superintendent of Schools, Salinas

Erwin A. Dann, Superintendent, Fresno City Unified School District

E. Ben Evans, Director of Instructional Materials, Kern County Union High School District, Bakersfield

Mrs. Mildred Frary, Head Supervisor of Libraries, Los Angeles Unified School District (Vice-chairman)

Herman A. Gruhn, Principal, Sierra Junior High School, Riverside Unified School District

A. Renee Le Roy, Supervisor of Elementary Education, Pasadena Unified School District

Carl Munck, attorney, Oakland (formerly member of the Governing Board, Oakland City Unified School District)

Dorothy Traver, County Librarian, San Bernardino County Free Library, San Bernardino

Mildred M. Brackett, Consultant in School Library Education, Bureau of Audio-Visual and School Library Education, State Department of Education, Sacramento (ex-officio member)

Frances Henne, Professor of Library Science, Columbia University, served as a special consultant to the project.

The following persons served as ad hoc consultants for special sections of the study:

Mrs. June Bierman, Librarian, Los Angeles Valley College, Van Nuys (Los Angeles Unified and Los Angeles College)

Jessie Boyd, formerly Director, School Libraries, Oakland City Unified School District

Bernice Braddon, Supervising Librarian, Kern County Union High School District, Bakersfield

Chase Dane, Librarian and Supervisor, Instructional Materials, Santa Monica Unified School District

Mrs. Beryl Erickson, Librarian, Office of the County Superintendent of Schools, San Mateo County, Redwood City

Shirley L. Hopkinson, Associate Professor, Department of Librarianship, San Jose State College

Leslie H. Janke, Chairman, Department of Librarianship, San Jose State College

Hazel Madden, Librarian, Cleveland Elementary School, Long Beach Unified School District

Robert E. Muller, Director, Instructional Materials, Jefferson Elementary School District, Daly City

Mrs. Helen Sebby, Head Librarian, Pasadena High School, Pasadena City Unified School District

Allen Sugden, Librarian, Office of the County Superintendent of Schools, Kern County, Bakersfield

Edna B. Ziebold, Director, Library Services, Office of the County Superintendent of Schools, San Diego County, San Diego

Members of the Advisory Committee and Department of Education representatives who were present at the first meeting of the committee on February 7, 1964, were the following (seated, left to right): Edwin C. Coffin, Carl Munck, A. Renee LeRoy, Mrs. Elaine Brandstad, Everett T. Calvert (Chief Deputy Superintendent of Public Instruction), Mildred M. Brackett, Mrs. Mildred Frary; (standing, left to right): Herman A. Gruhn, E. Ben Evans, Raynard C. Swank, and Marvin Howell (special consultant to the study).

Contents

Page

Foreword iii
Preface v
Acknowledgments vii

Chapter

I Background for the Study 1
  Basis of the Present Study 2
  Methods of Conducting the Present Study 3
  Definitions Used 5
  Areas Not Covered 6
  Additional Research Suggested 6

II An Overview of California School Libraries 9
  Recent Developments 9
  Some Important Considerations 10

III Elementary School Libraries in California 15
  Library Services for Elementary Schools 16
  Library Services from School Districts 16
  Collections of Library Books 17
  Libraries Sponsored by Volunteer Groups 17
  Staff for Elementary School Libraries 17
  Materials for Elementary School Libraries 19
  Annual Expenditures for Elementary School Libraries . 21

IV High School Libraries in California 47
  Staff for High School Libraries 47
  Materials for High School Libraries 48
  Annual Expenditures for High School Libraries . . . 50
  Nighttime Services of High School Libraries 51

V Junior College Libraries in California 81
  Comparison of Junior College Libraries with Standards . 81
  Qualifications of Staffs in Junior College Libraries . . 86
  Facilities in Junior College Libraries 87
  Financing of Junior College Libraries 88
  Strengths and Weaknesses of Junior College Libraries . 89

VI County Organization of School Library Services 125
  Contract Services Provided by County School Libraries . 125
  Contract Services Provided by County Public Libraries . 126

VII County School Libraries 133
  Contract Library Services 133
  The New California Library Standards 134
  Organizational Plans of County School Libraries . . . 136
  The Future of County School Library Services 137

VIII District Organization of School Library Services 149
  Standards of the American Library Association . . . 149
  District Organization in California 152

IX Cooperation of Community Libraries and School Libraries . 175
  The "Student Problem" in Community Libraries . . . 175
  Community Library Services for Students 177
  Discipline Policies for Public Libraries 177
  Communication Between School Libraries and Public Libraries 178
  Cooperation Between School Libraries and Public Libraries 180

X Librarians for California Schools 187
  Personnel Serving as School Librarians 187
  Standards for School Library Personnel 189
  Training of School Library Personnel 190
  Library Science Degree and Credential Programs . . . 192

XI The Education Code and School Libraries 197
  Recommended Changes in the Education Code 197
  Education Code Sections Relating to School Libraries . 197

XII The Effect of Federal Aid on School Libraries 203
  The Phase I Program 203
  The Phase II Program 213

XIII New California Programs for School Libraries 223
  State Allocation Board Apportionments 223
  Miller-Unruh Basic Reading Act. 225

XIV Consultant Services for School Libraries 231

XV Recommendations for the Improvement of School Libraries. 237
  Recommendations for Action at the State Level 237
  Recommendations for Action at the County Level . . . 240
  Recommendations for District or School Action . . . 242

Appendixes

A Assembly Bills Authorizing Library Study 247
B General Fund Expenditures for Library Books, 1961--1965. 249
C A Brief History of School Libraries in California 252
D The PTA and School Libraries 257

LIST OF TABLES

Table		Page
I-1	Number and Percent of Returns for Library Questionnaires	4
II-1	Public Elementary-High School Libraries in California--May, 1964	12
III-1	Elementary School Library Facilities--1963	15
III-2	Number and Percent of Elementary Schools Reporting Libraries	23
III-3	Type of Library Service by Grade Level and Number of Schools Receiving Service	25
III-4	Pupil Enrollment Served by Various Types of Library Services, by County	26
III-5	Library Service Provided by Contract Agencies -- 1963-64	28
III-6	Number of Volumes in Elementary School Libraries	29
III-7	Other Centralized Book Collections	31
III-8	Personnel Serving Elementary School Libraries -- 1963-64	33
III-9	Library Personnel in Elementary School Libraries Which Met ALA Book Standards--1964	35
III-10	Number of Volumes in Elementary School Libraries Related to School Enrollment	36
III-11	Magazine Titles in Elementary School Libraries--1964	37
III-12	Newspapers in Elementary School Libraries	39
III-13	Audio-Visual Materials in 1,916 Elementary School Libraries	41
III-14	Professional Books in Elementary School Libraries	42
III-15	Expenditures for Library Books in Elementary School Districts--1963-64	44
IV-1	High Schools Served by Credentialed Librarians	48
IV-2	Personnel Serving High School Libraries	53
IV-3	High Schools Employing Clerks in School Libraries	55
IV-4	High Schools and Junior High Schools Served by Credentialed Librarians--1964	57
IV-5	Number of Volumes in Junior High School Libraries	59
IV-6	Number of Volumes in Senior High School and Four-year High School Libraries	60
IV-7	Books per Student in Junior High School Libraries	62
IV-8	Books per Student in High School Libraries	63
IV-9	Magazine Titles in Junior High School Libraries	65
IV-10	Magazine Titles in High School Libraries	66
IV-11	Newspaper Subscriptions in Junior High School Libraries	68
IV-12	Newspaper Subscriptions in High School Libraries	69
IV-13	Junior High Schools with Libraries Serving as Instructional Materials Centers	71

Table Page

IV-14 High Schools with Libraries Serving as Instructional Materials Centers 72
IV-15 Audio-Visual Materials in 360 Junior High School Libraries 73
IV-16 Audio-Visual Materials in 641 High School Libraries . . 74
IV-17 Professional Books in Junior High School Libraries . . . 75
IV-18 Professional Books in High School Libraries 76
IV-19 Expenditures for Library Purposes in High Schools . . . 78

V-1 Size of Book Collections in California Junior Colleges Compared with National Standards--1964 91
V-2 Duplicate Titles in Junior College Libraries--1964 . . . 93
V-3 Junior College Libraries -- Number of Years Established Related to Number of Volumes as of Spring, 1964 95
V-4 Size of Book Collections in Three Levels of Public School Libraries--1964. 96
V-5 Volumes per Student in California Junior College Libraries 97
V-6 Number of Volumes in Junior College Libraries Related to Average Daily Attendance--1964 98
V-7 Rank of States by Volumes per Student in College and University Libraries--1961-62 100
V-8 Volumes Added per Student in California Junior Colleges--1963-64 101
V-9 Periodicals in Junior College Libraries. 103
V-10 Service Hours of Junior College Libraries 105
V-11 Students per Librarian and per Staff Member in Junior Colleges. 106
V-12 Personnel by Level of Position in California Junior Colleges. 108
V-13 Credentials Held by Junior College Librarians--1964 . . 110
V-14 Professional Organizations to Which Junior College Librarians Belonged--1963-64 111
V-15 Square Feet Assigned to Library Purposes in California Junior Colleges--1964 112
V-16 Reading Rooms and Seating Capacity in Junior College Libraries 114
V-17 Expenditures for Library Purposes in California Junior Colleges--1963-64 116
V-18 Three-Year Comparison of Library Expenditures in California Junior Colleges. 118
V-19 Selected Data for California Public Junior Colleges in 1965 120
V-20 Libraries in California Colleges and Universities -- Selected Data -- 1965 122
V-21 Professional Staff and Expenditures of California College and University Libraries--1965 123

Table Page

VI-1 General Information, Countywide School Districts--1965-66 128
VI-2 Library Information, Countywide School Districts--1965-66 129
VI-3 Countywide Library Services--1965-66 130
VI-4 County Public Libraries Providing Contract Library Services -- Selected Data -- 1965-66 131

VII-1 County School Library Services and CASL Standards--1966 139
VII-2 Printed Materials for Children in County School Libraries 141
VII-3 Students Served by County School Library Contract Services--1966 142
VII-4 County School Library Staff Members and Students Served 143
VII-5 Professional Materials for Teachers in County School Libraries--1966 144
VII-6 Physical Facilities of County School Libraries in Square Feet 145
VII-7 Schools in Which Depository Libraries Have Been Set Up by County School Libraries 147
VII-8 Procedures Used by Teachers to Obtain Materials from County School Libraries 148

VIII-1 School Library Supervision in Sizable California School Districts--1966 158
VIII-2 Centralized Book Collections in School Districts--1966 . 160
VIII-3 Circulation of Library Books from Centralized District Collections--1966 162
VIII-4 Library Statistics of Larger School Districts Applying for Title II Funds--1966 164

X-1 Public Schools Served by Credentialed Librarians--1962-63 188
X-2 Ratio of Librarians to California Public School Students--1966 194

XII-1 Applications Data for Phase I Entitlements ESEA, Title II, in California--1966 205
XII-2 Public School Libraries to be Established or Improved by ESEA, Title II, Funds--1965-66 206
XII-3 Schools and Students Participating in ESEA, Title II, Phase I, 1965-66 207
XII-4 Number of Items Requested Under ESEA, Title II, Phase I, by Type of Schools--1965-66 207
XII-5 Books to be Acquired with ESEA, Title II, Phase I, Funds, by Type of School 208
XII-6 Library Books Reported by Public School Agencies in California--1966 210

Table | Page

XII-7 Private Schools in California--1966 212
XII-8 Denominational Affiliations of Private Schools in California 213
XII-9 Private School Response to ESEA, Title II, Program--1966 216
XII-10 Schools in Which Phase II Projects Were Designated--1965-66 and 1966-67 214
XII-11 Schools Designated in 1966 for Pilot Project Libraries Under ESEA, Title II, Phase II 218
XII-12 Schools Designated in 1967 for Pilot Project Libraries Under ESEA, Title II, Phase II 219
XII-13 Items to be Acquired Under ESEA, Title II, Phases I and II, by Number and Cost--1965-66 220
XII-14 Summary of Funds Requested Under ESEA, Title II, Phase I--1965-66 221
XII-15 Number of Librarians and Teacher-Librarians in Public Schools Participating in ESEA, Title II, 1965-66 221
XII-16 Ratio of Library Personnel to Public School Students . . 221

XIII-1 District Expenditures for Elementary School Library Services, 1962 227
XIII-2 Average (Median) Number of Volumes in School Libraries 229
XIII-3 Schedule of Allowances for School Libraries 230

XIV-1 School Library Supervisory Positions in State Departments of Education--1959 235

I

Background for the Study

In 1939 the California State Department of Education published the report of a study made of California's public school libraries.[1] This study, which was limited to secondary school libraries, was begun in 1934 as a cooperative effort of the School Library Association of California (now the California Association of School Librarians) and the Bureau of Research, State Department of Education. The report presented a picture of the libraries and provided data that proved to be valuable as a basis for the development of secondary school libraries during the ensuing years.

From 1910 through 1962 the California State Library presented some school library statistical information in its annual directory issue of News Notes of California Libraries. However, in 1962 this practice was discontinued.

In 1952-53 Mary MacWilliam completed a study of the status of California high school libraries. This study provided valuable information regarding the libraries and the progress that had been made in developing California high school libraries during a 15-year period, 1939--1953.[2]

Other attempts to obtain a statewide picture of school libraries have been limited to a single educational level or to one aspect of library services. The last of these surveys was made in 1956 by the research staff of the California Teachers Association.[3] In making this survey of California elementary school library services, the research staff experienced many difficulties, and it stated in its report that the survey produced only a montage of the elementary library situation. "Students of library administration," the report suggests, "are invited to go more thoroughly into the whole matter."[4]

---

[1] The Secondary School Library in California. Bulletin No. 2, April, 1939. Sacramento: California State Department of Education, 1939.

[2] Mary MacWilliam, "A Survey of the Library Resources in the California Public High Schools." Doctoral dissertation, University of California, 1953.

[3] Survey of the Elementary School Library Practice. Bulletin No. 91. San Francisco: California Teachers Association, 1956.

[4] Ibid., p. 21.

Although the CTA survey was planned to cover all California school districts that maintained elementary schools, only 123 of the 1,594 districts in operation at that time returned completed questionnaires. However, the survey produced valuable information regarding California elementary school library practices; focused attention on the diversified nature of school library services; pointed out the need for a common vocabulary to identify or describe school library services; and made apparent the need that school library personnel who are well informed regarding school library services be assigned responsibility for reporting the elementary school library services provided by a school district.

In 1965, Lowell A. Martin, former dean of the Graduate School of Library Service, Rutgers University, and Librarian of the Enoch Pratt Free Library, Baltimore, conducted a one-year study of California public library services. In reporting the results of his study, he wrote, "Oddly enough, in a state with a broadly developed school system and a large state educational department, there are very meager statistics available about school libraries in California."[5]

Basis of the Present Study

Studies of California school libraries and school library services completed prior to 1963 made worthwhile contributions. However, these studies did not produce the information needed to determine what action was required to make libraries and library services meet accepted standards. The California Association of School Librarians and others interested in upgrading the libraries therefore became strong advocates of legislation that would make available the necessary data. As a result of their endeavors, Assembly Bill 2259, authorizing a statewide study of school libraries, was passed. It became effective in September, 1963. The bill stated:

> It is essential to the provision of quality education that an adequate, effective library service be furnished by the schools. In order that the school libraries may keep pace with new developments in education, meet the increasing demands for general as well as technical information and for new services that modern educational techniques require, it is necessary to compile a description of existing services, and the extent to which they are available and to evaluate their adequacy against available standards.

According to this legislation, studies were to be made of (1) elementary school libraries; (2) junior high school libraries; (3) high school libraries; (4) junior college libraries; (5) county school libraries; (6) library services offered by school district library centers; (7) contract library services with county free libraries; (8) the relationship between school libraries and public college, university, and special libraries; and (9) the appropriateness of provisions of the Education Code to the present needs and usages of school libraries.

---

[5] Lowell A. Martin and Roberta Bowler, Public Library Service Equal to the Challenge of California: A Report to the State Librarian. Sacramento: California State Library, 1965, p. 29.

The legislation also stipulated that these studies were to include "a consideration of financing, personnel resources, physical facilities, technical services, new technology, district organization for administration of library services, and other aspects of library service contributing to quality education." Upon completion of the studies, a comprehensive report setting forth the findings of the studies and incorporating recommendations based on the findings was to be presented to the State Department of Education.

Methods of Conducting the Present Study

To carry out the mandate of the Legislature, the Department employed Marvin Howell in December, 1963, to serve as coordinator for the School Library Research Project, and the Superintendent of Public Instruction at that time appointed the advisory committee as prescribed in Assembly Bill 2259.

The first phase of the study involved designing questionnaires for use in collecting the data needed: one for each level of instruction -- elementary, high school, and junior college; and one for each major library service -- county public library service to schools and library service offered by county superintendents of schools. Data regarding district-level library services were taken from ESEA, Title II, applications for 1965-66. The library services of special schools, including evening schools, continuation schools, schools for the handicapped, and vocational schools, were not studied because of the highly specialized educational programs offered.

A questionnaire of the appropriate educational level was mailed to every public elementary school, junior high school, high school, and junior college in California, and each school was requested to complete the questionnaire. If a school had a librarian or other person who was directly responsible for its library services, this person was to complete the questionnaire. The questionnaire was to then be signed by this person and cosigned by the principal of the school. If a school did not have a librarian or other person who was directly responsible for its library services, the questionnaire was to be completed and signed by the principal of the school and cosigned by the person at the district or county level who supervised the library services employed by the school. The completed questionnaire was to be returned by a specified date, and if it had not been received by the study coordinator soon thereafter or if it had been received but the data were incomplete, a letter was sent to the school which directed attention to the assistance that was needed.

A questionnaire of appropriate design was also sent to each of the 40 county school libraries that were in operation and to each of the ten county public libraries that provided school library services on a contractual basis.

See Table I-1 for the number and percent of returns of these questionnaires.

Certain information regarding California public school library services that was not feasible to collect on the questionnaires was secured by studying the library services employed in the public schools, conducting work sessions, holding interviews with school district personnel, and reviewing special reports pertaining to library services.

The complexity of the task, the number of studies to be made, and the available staff were all factors that had to be considered in developing the research design that was employed. This report of the results of the study includes descriptions of the library services, comparisons of the library facilities with national quantitative standards, and recommendations for improvements in the areas of greatest need.

Table I-1

Number and Percent of Returns for Library Questionnaires

Type of questionnaire	Number distributed	Returned	
		Number	Percent
Elementary school --------	5,150	5,040	97.8
Junior high school--------	360	360	100.0
High school--------------	641	641	100.0
Junior college -----------	74	74	100.0
County school library-----	40*	40	100.0
County public library offering contract library services --------	10*	9	90.0

*Other counties are countywide school districts or receive library services through contract arrangements with an agency in another county.

Definitions Used

The definitions that follow were used in the questionnaires for the survey and in this report. They are in large part the same definitions used in the American Library Association's Statistics Coordinating Project. [6]

---

[6] The results of the work of this ALA project have been published in Library Statistics: A Handbook of Concepts, Definitions, and Terminology. Prepared by the staff of the Statistics Coordinating Project; Joel Williams, Director. Chicago: American Library Association, 1966.

School library -- A room which has been specifically designed or adapted as a place for reading and research and which is used for the circulation and administration of a collection of library materials. The library room has a seating capacity for the largest class expected, plus ten students.

Library book collection -- A centralized collection of library books housed in an area not specifically designed or adapted as a school library and lacking in seating capacity. Library books placed in areas such as a hallway, principal's office, textbook room, and the like should be termed a "library book collection" rather than a "school library."

Classroom collections -- Groups of library books somewhat permanently housed in individual classrooms, as opposed to a school library or centralized book collection.

District library center -- A centralized collection of library books from which individual teachers check out library books for the classroom or from which schools check out books for depository libraries.

Contract services -- Library services provided to schools on a contract basis from a library maintained by the office of the county superintendent of schools or from a public library.

District-provided services -- Library services provided by a school district which maintains its own library program, as opposed to a district contracting for library services from another agency.

County school library -- A library maintained by a county superintendent of schools and offering library book services to school districts and schools on a contract basis.

County library -- A public library for a county; some county libraries have school departments which contract with school districts for library book services.

Librarian -- A person who holds a valid California credential in school librarianship, who is employed by a school district, and who is assigned to serve as a school librarian.

Teacher-librarian -- A person who holds a valid California teaching credential (but not a credential in school librarianship), who is employed by a school district, and who is assigned to serve as a school librarian.

Library-clerk -- A person who does not hold a valid California teaching credential, who is employed by a school district, and who is assigned to work in a school library.

Volunteer worker -- Any unpaid adult worker, other than a student library assistant, such as a member of the parent-teacher organization.

Areas Not Covered

The legislation authorizing this study prohibited the collection of information about specific titles of any type of library material. Assembly Bill 2259 states: "Nothing in this act shall be construed as authorizing an investigation into the suitability of any specific book, periodical, film, picture, or other material for inclusion in any school library."

Additional Research Suggested

The legislation also stated that the final report may "incorporate a recommendation for further research in school library service." The following are listed as subjects on which additional school library research is needed in California:[7]

- Contributions of the school library to the learning process
- School libraries as instructional materials centers
- The effectiveness of school library programs
- Relationships of local school libraries to county or regional materials centers
- Organizational patterns of multilibrarian school libraries
- Problems and patterns of organization and administration of separate and combined school library and audio-visual departments
- Educational preparation of school librarians
- Continuing education of school librarians
- The optimum number of library personnel (professional, technical, clerical) required to give adequate service
- Library staff recruitment methods and their effectiveness
- Duties and responsibilities of school library supervisors
- Programs for the extended use of school library facilities
- Student and teacher use of school library resources
- Centralized technical services at district, county, and state levels
- The use of commercial processing services by school librarians
- Techniques and problems in handling audio-visual materials in school libraries
- Technical processes and work simplification techniques

---

[7] Some of these subjects were suggested by a study to identify areas of research in school librarianship which was being conducted at the University of Wisconsin by Mary Woodworth.

- The effect of federal and state aid on school library development
- The role of the school library in innovative programs, such as team teaching, inquiry methods, individualized programs, advanced placement programs, and programs for the physically, mentally, and culturally handicapped
- Functions of the library in reading programs
- Relationships of school library and public library services
- Processes and problems in instructional materials selection
- The role of unpaid volunteers in school libraries
- Evaluation of services from district library centers

Willey Library, Seaside High School
Photo by Charles F. Reed

II

An Overview of California School Libraries

At the time of this study, some California school library programs had met the standards of the American Library Association in part, but none of them had met these standards in full. Many problems must be solved before all of these programs can be improved to meet the standards. These problems involve the provision of (1) library personnel who are qualified to develop, operate, and maintain high quality school library programs; (2) a wide variety of library materials in the required quantities; and (3) facilities designed and equipped as libraries. Obviously, major steps must be taken to secure the required solutions, and each of them will require expenditures for which no funds or insufficient funds are available.

Recent Developments

During the last five years, several developments in state and federal operations have resulted in the development and improvement of California school library programs. However, in each instance the results have been somewhat limited in scope. For example, in 1964 the California State Allocations Board began granting school districts permission to make the expenditures necessary to secure library books and equipment for schools that they were building under the State Building Aid Program. As a result of that decision, approximately $750,000 has been spent annually since that date for such collections. The provisions of Title III of the National Defense Education Act and of Title II of the Elementary and Secondary Education Act of 1965 have made worthwhile contributions toward the improvement of school library programs, but these provisions were also limited in scope.

Library projects as such do not qualify for funding under Title III of the National Defense Education Act, but instructional projects in science, mathematics, foreign languages, history, English, reading, geography, economics, and civics that do qualify are granted funds to purchase the materials and equipment needed. In most instances it has been found feasible to handle this material through school library services. One phase of California school library services has thus been greatly improved.

The school library services have been given a much greater boost by the provisions of Title II of the Elementary and Secondary Education Act of 1965. This act made slightly more than $9,308,000 available to California for the purchase of school library materials in the 1965-66 school year and just a little less than $9,600,000 in the 1966-67 school year. It should be noted, however, that money made available under this title could not be used to pay the salaries of library personnel or to secure library facilities or equipment. Therefore, it may be concluded that in many instances the existing facilities have been overloaded and that the existing library staffs have accepted the extra burden of providing the added library services required for projects financed under federal programs.

Some Important Considerations

An analysis of the data collected in making the study of California public school library programs revealed that the overall structure had many weaknesses but also a few strong points.

California Elementary School Libraries

- Only 1,916, or approximately 38 percent, of the 5,040 elementary schools that returned completed questionnaires had school libraries; that is, they had their library collections housed in regular library facilities and handled according to some approved library procedures.[1]
- Only 360, or approximately 18.8 percent, of the 1,916 elementary school libraries had either part-time or full-time services of credentialed school librarians.
- The book collections in the 1,916 elementary school libraries contained an average of 2,930 books, or 3,070 books short of the minimum standard set by the American Library Association. The average number of books available in the collections provided 4.8 books per pupil, or 5.2 books short of the minimum standard of ten books per pupil set by the American Library Association.
- Only 144, or approximately 7.5 percent, of the elementary school libraries had book collections that met the minimum standard, 6,000 books, set by the American Library Association, and 50 of these libraries were in the schools of one school district that served a large metropolitan area.
- More than 6,000,000 books would be required to bring the book collections of the existing school libraries up to the standard of 6,000 books per collection set by the American Library Association. Probably a much greater number than this would be required to secure the different books needed to cover the full spectrum of studies included in the elementary school curriculum.
- A total of 958, or approximately 19 percent, of the 5,040 elementary schools had book collections that were housed in offices, coat rooms, hallways, storage rooms for textbooks, and other places not considered acceptable as libraries.

---

[1] See Table II-1 for data on public elementary and high school libraries in California.

- The book collections of the 958 schools that utilized other than acceptable library facilities contained an average of 1,644 books, or 4,356 short of the standard of 6,000 books for elementary school libraries set by the National School Library Association.
- A group of 302, or approximately 6 percent, of the 5,040 schools had only classroom book collections.
- None of the elementary schools in 12 counties had a library collection that was housed in a regular library facility.
- The school districts had an annual average expenditure for elementary school library books of $1.71 per pupil as compared with the standard of $4 to $6 per pupil set by the American Library Association.

California High School Libraries (Junior, Senior, and Four-year High Schools)

- Of the 360 junior high schools, 350, or 97.1 percent, had centralized school libraries.
- Of the 640 senior and four-year high schools, 632, or 98.6 percent, had centralized school libraries.
- Of the 350 junior high schools with centralized libraries, 251 had the services of credentialed librarians.
- Of the 632 senior and four-year high schools with centralized libraries, 408 had the services of credentialed librarians.
- The average number of books available in the centralized libraries of the 350 junior high schools provided 5.4 books per student, or 4.6 books short of the minimum standard of ten books per student set by the American Library Association.
- The average number of books available in the centralized libraries of the 632 senior and four-year high schools provided 5.3 books per student, or 4.7 books short of the minimum standard of ten books per student set by the American Library Association.

California Public Junior College Libraries

- All 74 public junior colleges had centralized libraries.
- None of the 74 junior colleges had libraries that met all of the standards set by the American Library Association.
- Only three of the 74 junior college libraries had book collections of sufficient size to meet the minimum standard for such collections set by the American Library Association.
- A wide range existed in the number of books per student provided by the 74 junior college libraries. This range was from a low of .2 of a book per student (one book for five students) to a high of 23.4 books per student. The average number was 9.1 books per student.

- Library facilities available in California's public junior colleges are very inadequate in comparison with the library facilities provided by California state colleges for freshman and sophomore students.
- The 74 public junior colleges provided the services of one librarian for each 1,807 students; the state colleges, the services of one librarian for each 416 students.
- All expenditures made by the 74 junior colleges for maintaining libraries averaged $14 per student; those made by state colleges, $60 per student.

County Libraries and County School Libraries

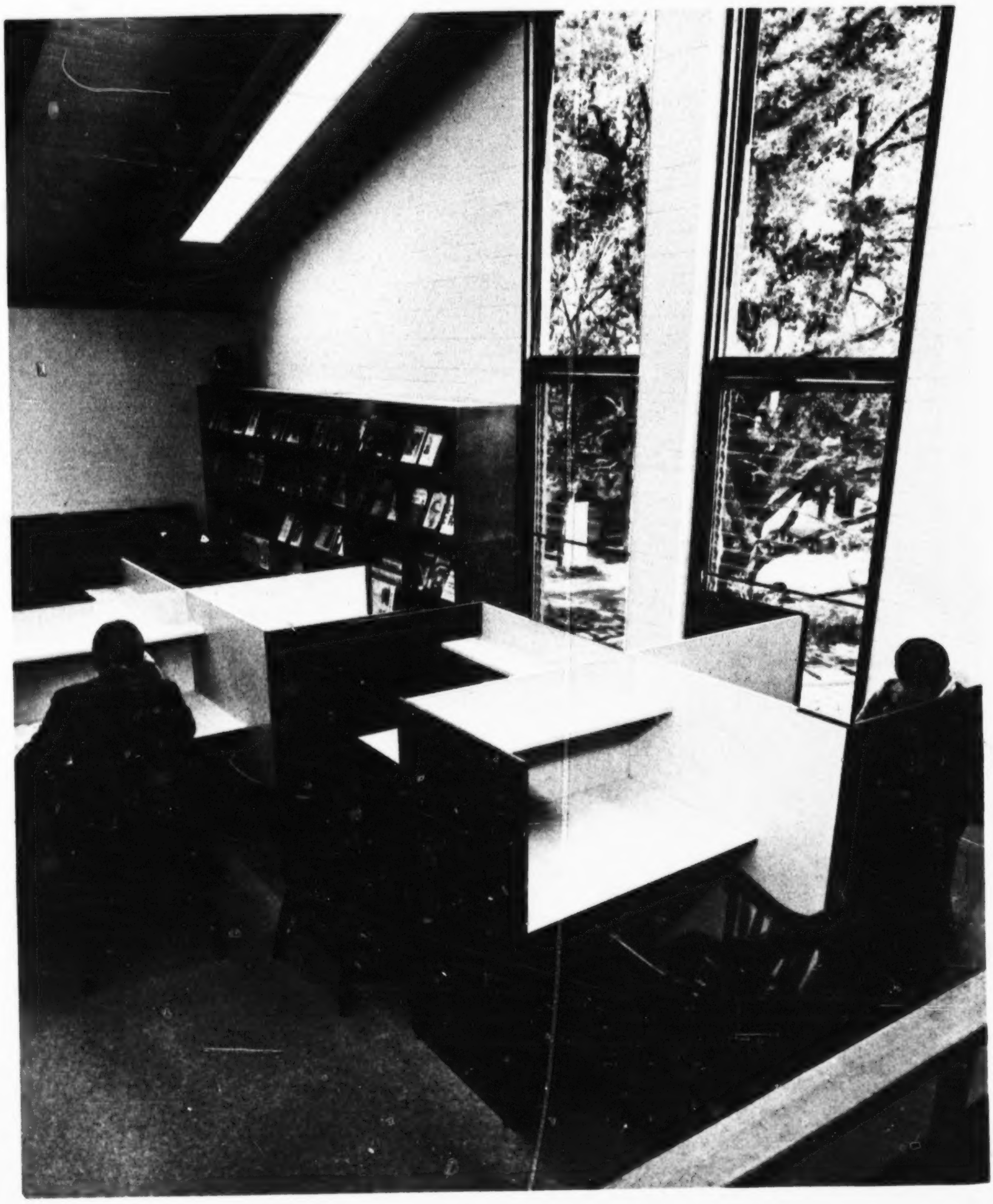
- Altogether, 731 school districts provided library services that were procured through contracts with county superintendents of schools.
- The county school libraries maintained by the county superintendents of schools did not meet the standards for the size of collections, facilities, or personnel set by the American Library Association.
- Altogether, 171 school districts provided library services that were procured through contracts with county public libraries. The adequacy of these services was not studied.

Table II-1

Public Elementary-High School Libraries in California--May, 1964

Level	Number of schools surveyed	Schools with centralized school library			Schools without centralized school library	
		Number	Percent	Books per student	Number	Percent
Elementary school -------	5,040	1,916	38.0	4.8	3,124	62.0
Junior high school -------	360	350	97.1	5.4	10	2.9
High school----	641	632	98.6	5.3	9	1.4
All schools	6,041	2,898	48.0	5.1	3,143	52.0

Funds made available through ESEA, Title II, are increasing the library resources of public and private schools.



Albert Baxter Elementary School Library
Bellflower Unified School District

III

Elementary School Libraries in California

The need for more libraries in elementary schools and the need for an adequate supply of librarians to staff these libraries are revealed by this statewide study of school libraries.

"A school without a library is a crippled school," declared Francis Keppel, former U. S. Commissioner of Education.[1] According to this standard, in 1964 California had 3,124 "crippled" elementary schools in which more than 1,300,000 pupils were in attendance. Only 1,916 of the 5,040 elementary schools that returned completed questionnaires had libraries that nearly met the minimum standards set by the American Library Association. And in considering the 3,124 schools in this group that did not have such libraries, one must give some attention to the 110 elementary schools that did not return completed questionnaires, for they may have been in need of libraries. If one considers only the 5,040 elementary schools that returned completed questionnaires, he finds that approximately 38 percent of California public elementary schools have their own libraries, a figure well below the national average of 44.4 percent. This comparison of U. S. and California elementary school libraries is shown in Table III-1, along with other comparisons that merit special attention.

Table III-1

Elementary School Library Facilities -- 1963

	Percent of schools with libraries	Enrollment in schools with libraries		Percent of schools served by school librarians	Average number of books per pupil
		Number	Percent		
United States schools*----	44.4	12,384,415	57.8	50.8	5.8
California schools-----	38.0	1,176,420	46.1	7.0	4.8

*Public School Library Statistics, 1962-63. Washington, D. C.: U. S. Office of Education, 1964.

---

[1] Francis Keppel, "Schools Without Libraries: Our National Disgrace," McCalls Magazine, XCII (November, 1964), 116.

As shown in Table III-2 (page 23), ten counties in California had a higher percent of elementary schools with school libraries than the state average, 38 percent. Contra Costa County, which had the highest percent, was followed by Alameda, San Francisco, San Mateo, Marin, Sacramento, Santa Clara, and Los Angeles counties. And in Table III-2 it will be noted that there were no elementary school libraries in Alpine, Amador, Calaveras, Inyo, Lassen, Mariposa, Modoc, Mono, Nevada, Plumas, Sierra, and Trinity counties.

Commissioner Keppel asked:

> Can we say that we are truly concerned with the ability of boys and girls to read well and with enjoyment and understanding if we do not provide school libraries for their use and librarians to guide them? It is in the elementary school that lifetime habits and attitudes toward reading are developed. This is the school age when nearly all children like to read or be read to. But this natural desire can be frustrated and destroyed if reading is only a classroom chore, if there are no libraries to make it a journey of satisfaction and exploration.[2]

Library Services for Elementary Schools

California elementary schools employ various types of library services, some of which are procured on a contractual basis, others as direct services of the school districts. In either instance, the services provided are generally designed to meet the needs of the school. It may be concluded that, although the services may be categorized, those within each category will be interpreted differently by school districts. Therefore, the information presented in Table III-3 (page 25) is subject to many interpretations. And the information presented in Table III-4 (page 26) shows that elementary schools in most areas invariably use some combination of different types of library services.

Library Services from School Districts

California school districts frequently have district library centers or maintain some other type of centralized book collection available to all schools in the district. The books in these collections may be secured by contract, by purchase, or by both means. In some instances a branch of the public library is housed in the school building or in another building on the school site; the services of this branch library are employed by the school in conjunction with those maintained by the school district.

The organizational patterns employed by school districts for the provision of elementary school library materials are frequently similar within a given area. For example, many southern California school districts have library centers from which they provide library services for the elementary schools; those in the northern part of the state are more inclined to maintain elementary school libraries. However, it should be noted that in 1964 California public elementary schools employed such a variety of library services that no conclusion could be drawn regarding a prevailing pattern of the services. Table III-6 (page 29) shows the number of volumes processed by the 1,916 elementary school libraries in operation in 1964 and presents other data that merit attention and consideration.

---

[2] Ibid.

Collections of Library Books

Table III-5 (page 28) shows by county the number of elementary pupils who had access to classroom collections only. Library service that is limited to classroom collections is generally considered one of the least satisfactory types of service. Poor or reluctant readers rarely have access to a sufficient number of books of interest to them and within their ability to read, and eager and capable readers seldom find the collections large enough to meet their needs.

Altogether, 965 elementary schools had access to centralized book collections kept in textbook rooms, offices, hallways, and the like. Table III-7 (page 31) shows a distribution of these schools by county and the number of volumes maintained in the collections.

Libraries Sponsored by Volunteer Groups

Parent groups have provided funds and workers to start libraries in many California public schools, particularly in elementary schools. In some cases the groups have sponsored book drives, collected funds, selected and purchased books, organized and circulated materials, manned the libraries, and have done other like things. Parent groups can provide support for school libraries, encourage the governing boards of school districts and school administrators to provide library services, and assist in library operations, but they can not and should not assume responsibility for providing school library services. A statement adopted by the Board of Managers of the Parent Teachers Association in May, 1958, and repeated in the PTA Manual (1965-66 edition), concerning school libraries and the proper use of PTA funds, merits particular attention. (See Appendix D.)

Staff for Elementary School Libraries

According to the American Association for School Librarians, a good library staff is vital to a successful library program:

> A competent, effective library staff is the keynote to good school library service. No matter how extensive the collections, how large the budget, or how spacious the quarters, a school library cannot function

> fully as an educational force in the school if the size of the library staff is inadequate or if the librarians are lacking in the special qualifications their work requires.[3]

The librarian is an authority on books and other materials. He selects appropriate instructional materials and makes them available. He guides and stimulates pupils in their reading and research. He instructs pupils in how to use the library resources intelligently and effectively. He helps teachers make good use of library services and serves as a consultant to groups assigned to planning curriculum and developing courses of study.

The American Association of School Librarians recommends the following staffing standards for libraries in elementary schools and in high schools:

Librarians

For the first 900 students or fraction thereof, one librarian should be assigned for each 300 students or major fraction thereof if the head librarian has no administrative responsibility for audio-visual materials. If the head librarian has partial responsibility for audio-visual materials, the number of librarians should be increased by 25 percent; if fully responsible for audio-visual materials and the audio-visual program, by 50 percent.

For each additional 400 students or major fraction thereof, one librarian should be assigned if the head librarian has no administrative responsibility for audio-visual materials. If the head librarian has partial responsibility for audio-visual materials, the number of librarians should be increased by 25 percent; if fully responsible for audio-visual materials and the audio-visual program, by 50 percent.

Clerks

One clerk should be assigned for each 600 students or major fraction thereof if the head librarian has no administrative responsibility for audio-visual materials. If the head librarian has partial responsibility for audio-visual materials, the number of clerks should be increased by 25 percent; if fully responsible for audio-visual materials and the audio-visual program, by 50 percent.

As shown in Table III-8 (page 33), only 360, or 7.2 percent, of the elementary schools that returned completed questionnaires, including those that maintain only seventh and eighth grades and are commonly classed as junior high schools, had the services of credentialed librarians on a full-time or part-time basis. This situation is in decided contrast with conditions that exist nationwide, for almost 51 percent of all public elementary schools in the United States have the services of credentialed librarians. Table III-8 also contains other pertinent information regarding the staffing of the elementary school libraries. Table III-9 (page 35) contains information regarding the staffing of the 144 libraries that had book collections of sufficient size to meet the American Library Association standards. An analysis of this information reveals that staffs of libraries are generally limited in size and that a high percent of the libraries do not have the services of credentialed librarians. These conditions merit attention, for an adequate staff of well-trained library personnel is needed to provide adequate and appropriate library services.

---

[3] Standards for School Library Programs. Prepared by the American Association of School Librarians. Chicago: American Library Association, 1960, p. 47.

Materials for Elementary School Libraries

The major classes of library materials include books, periodicals, and audio-visual materials.

Books

According to the American Library Association, no well-selected book collection is ever too large for children and young people. The collection should contain books covering every phase of the curriculum -- books providing a pupil with the material he needs to pursue his special interests to the extent of his ability -- and books designed to create in the pupil interest in learning about the world in which he lives.

To meet American Library Association standards, book collections must contain at least the number of books specified according to the enrollment served. This specification follows:

School enrollment	Number of books
200-999	6,000-10,000
1,000 or more	10 per student

The number of books in the collection must be sufficient to meet all requirements for classroom collections and for use in the library and at home. The standards recommend the acquisition of duplicate copies to meet the needs of pupils and teachers, but not at the expense of a well-rounded, basic collection. Also recommended are special collections to supplement the basic collection in schools having specialized curriculums or programs.

The survey revealed that in 1964 California elementary school libraries contained only 4.8 books per pupil, less than half the number needed to meet American Library Association standards. Thus, these California libraries had one book per pupil less than the average for all the elementary school libraries in the United States.

Table III-10 (page 36) shows the number of volumes in California elementary school libraries according to the enrollments in the schools they serve.

To bring their book collections up to the standards of the American Library Association, California's 1,916 elementary school libraries would have to add 6,149,919 volumes. And other volumes would have to be added to the collections each year to meet increased enrollments, to replace lost or worn-out volumes, and to keep the collections current and in gear with educational programs offered by the schools.

Periodicals

Magazines and newspapers form an important part of the school library collection because they contain material not found elsewhere and are primary sources of information regarding current events.

Magazines. Pupils should be given opportunities to become acquainted with good magazines of various types. The collection should be large enough to cover many subjects and special areas of interest and to provide a reasonable amount of popular reading.

The American Library Association standards for magazine collections for pupil use follow:

Type of school	Number of titles
K-6	25
K-8	50

The number of titles is not affected by the number of pupils in the school. Duplications of titles should be made on the basis of need and use. Schools with special curriculums or programs should have larger collections of periodicals, including titles in the special fields. And at least five titles of professional magazines on librarianship and instruction should be included in the elementary school library, along with other magazines of special interest to adults. All of these titles are additional to the number required to meet the standards.

Table III-11 (page 37) shows that in 1964 only 55 California elementary school libraries met the American Library Association standards for the number of different magazines that should be in their collections.

Newspapers. The number of newspapers provided in an elementary school library is determined by the use that is made of them by teachers and pupils. From three to six newspapers covering local, state, national, and international affairs are needed to meet the American Library Association standards. Table III-12 (page 39) contains facts regarding the extent to which California elementary school libraries met this standard.

Audio-Visual Materials

The following audio-visual materials should be made available for conducting the elementary school program: music and spoken-word recordings for providing instruction in drama, poetry, history, social science, and language; and pictures, slides, study prints, films, filmstrips, and realia for all phases of the program.

Only 29 percent of the California elementary school libraries had audio-visual materials in their collections. And in some cases those that had them had only a few items. Nationwide, about 50 percent of the elementary school libraries had audio-visual materials. Table III-13 (page 41) shows data regarding audio-visual materials possessed by California elementary school libraries.

Professional Materials

The collection in each elementary school library should include some professional materials. The following standards for such materials have been established by the American Library Association:

A basic book collection of 200-1,000 titles

At least 25-50 professional magazine titles

Pamphlets, curriculum guides, resource units, and other special instructional materials should be included as needed. Table III-14 (page 42) shows the extent to which the California elementary school libraries meet these standards.

Annual Expenditures for Elementary School Libraries

The American Library Association's standards for annual appropriations for school libraries are the minimum amounts required to maintain functional materials collections, to provide effective programs of library service for pupils and teachers, and to secure the quantity to meet the needs that arise. Obviously, the standards prevail only for those libraries in which the collections are of sufficient size to meet the American Library standards for size.

The American Library Association's standards for annual appropriations follow:

Schools of 200-249 enrollment -- $1,000-$1,500 per school

Schools of 250 or more enrollment -- $4 per pupil

Additional funds are recommended for the purchase of encyclopedias and unabridged dictionaries; magazines, newspapers, and pamphlets; rebinding; and supplies.

Appendix B shows expenditures for library books made by California schools from current and capital outlay budgets during the period 1961--1965. Expenditures made for the libraries were higher during the 1961-62 school year than they had been in either the 1959-60 or 1960-61 school year, even though they were in general considerably below the ones set by the American Library Association. However, it should be noted that the expenditures made for California elementary school library collections averaged 12 cents per pupil higher than the expenditures nationwide. Detailed information concerning expenditures for library books in elementary school districts (1963-64) may be found in Table III-15 (page 44).

Table III-2

Number and Percent of Elementary Schools Reporting Libraries

County	Number of schools	Number of schools reporting	Schools reporting libraries	
			Number	Percent
Alameda	262	261	192	73.6
Alpine	2	2	0	0.0
Amador	6	6	0	0.0
Butte	49	49	6	12.2
Calaveras	10	10	0	0.0
Colusa	9	9	2	22.2
Contra Costa	152	152	118	77.6
Del Norte	10	9	4	44.4
El Dorado	25	25	4	16.0
Fresno	168	167	23	13.8
Glenn	20	20	2	10.0
Humboldt	72	52	5	19.6
Imperial	36	30	3	10.0
Inyo	9	6	0	0.0
Kern	129	128	47	36.7
Kings	29	29	5	17.2
Lake	10	10	3	30.0
Lassen	18	18	0	0.0
Los Angeles	1,219	1,216	613	50.4
Madera	28	28	2	7.1
Marin	75	72	44	61.1
Mariposa	9	9	0	0.0
Mendocino	27	22	7	31.8
Merced	47	47	13	27.7
Modoc	12	12	0	0.0
Mono	5	5	0	0.0
Monterey	76	73	26	35.6
Napa	29	29	9	31.0
Nevada	14	13	0	0.0
Orange	286	285	50	17.5
Placer	34	34	3	8.8
Plumas	9	9	0	0.0
Riverside	119	117	29	24.8
Sacramento	182	181	101	55.8
San Benito	20	20	1	5.0
San Bernardino	199	194	56	28.9
San Diego	289	283	47	16.6
San Francisco	96	96	69	71.9
San Joaquin	112	105	37	35.2
San Luis Obispo	49	49	9	18.4
San Mateo	166	166	105	63.3
Santa Barbara	76	76	37	48.7
Santa Clara	283	281	144	51.2
Santa Cruz	32	26	7	26.9
Shasta	54	36	3	8.3
Sierra	4	4	0	0.0
Siskiyou	35	33	4	12.1
Solano	54	54	11	20.4
Sonoma	77	77	4	5.2
Stanislaus	78	76	10	13.2
Sutter	25	25	2	8.0

Table III-2--Continued

Number and Percent of Elementary Schools Reporting Libraries

County	Number of schools	Number of schools reporting	Schools reporting libraries	
			Number	Percent
Tehama----------	23	19	2	10.5
Trinity ----------	16	16	0	0.0
Tulare-----------	98	98	17	17.3
Tuolumne --------	19	16	1	6.2
Ventura----------	99	97	29	29.9
Yolo-------------	35	35	2	5.7
Yuba ------------	24	23	8	34.7
All counties-----	5,150	5,040	1,916	38.0

Table III-3

Type of Library Service* by Grade Level and Number of Schools Receiving Service

Grade level	Number of schools	Contract library services			District-provided services			
		County school library	City public library	County public library	District library service	Classroom collections	Book collections	School library
K-6 -----	3,679	654	19	151	1,743	260	795	1,470
K-8 -----	1,150	655	1	197	169	152	154	274
7-8 ------	211	29	3	6	57	4	16	172
Total ---	5,040	1,338	23	354	1,969	416	965	1,916
Percent-	---	26.5	0.5	7.0	39.1	8.3	19.1	38.0

*An individual school may have more than one type of library service or facility.

Table III-4

Pupil Enrollment Served by Various Types of Library Services, by County

County	Enroll-ment	Contract library services			District-provided library services			
		County school library	City public library	County public library	District library service	Classroom collection* only	Book collection only	Individual school library
Alameda	139,077	24,245	-----	-----	29,611	4,358	17,996	107,877
Alpine	72	72	-----	-----	------	-----	------	-------
Amador	1,666	------	-----	1,666	------	191	26	-------
Butte	14,101	6,568	-----	-----	3,193	318	4,754	3,118
Calaveras	1,740	1,740	-----	-----	------	-----	392	-------
Colusa	1,754	1,754	-----	-----	320	541	------	1,068
Contra Costa	83,740	7,875	-----	-----	1,158	1,234	9,752	70,424
Del Norte	3,260	------	-----	-----	1,317	37	1,163	1,906
El Dorado	7,113	5,166	-----	-----	------	447	2,597	2,238
Fresno	68,786	35,237	-----	-----	32,541	6,722	21,647	10,688
Glenn	3,415	990	-----	-----	1,314	115	814	1,030
Humboldt	14,207	------	-----	9,371	4,918	1,296	5,478	1,718
Imperial	15,773	------	-----	5,846	3,862	3,024	3,905	1,868
Inyo	2,163	805	-----	-----	745	-----	1,569	-------
Kern	61,270	14,617	-----	-----	29,186	3,324	5,386	23,464
Kings	11,680	5,160	-----	-----	5,628	1,696	3,185	2,588
Lake	2,397	2,397	-----	-----	------	454	593	907
Lassen	2,832	2,807	-----	-----	116	371	626	-------
Los Angeles	837,894	51,885	2,436	-----	647,843	41,084	84,391	458,853
Madera	7,810	4,124	-----	-----	2,923	1,075	1,096	1,025
Marin	26,412	------	-----	10,986	3,246	763	4,773	20,610
Mariposa	743	743	-----	-----	------	------	107	-------
Mendocino	7,198	2,042	-----	-----	517	54	3,111	3,466
Merced	17,857	5,434	-----	-----	7,610	------	608	8,256
Modoc	1,351	1,351	-----	-----	------	325	652	-------
Mono	416	416	-----	-----	------	------	30	-------
Monterey	31,631	6,656	-----	-----	17,055	2,913	12,665	12,936
Napa	8,499	5,376	-----	-----	------	1,783	744	3,718
Nevada	2,659	1,677	-----	-----	826	632	------	-------
Orange	175,989	6,538	12,907	-----	127,486	12,849	56,042	32,040

Table III-4 -- Continued

Pupil Enrollment Served by Various Types of Library Services, by County

County	Enroll-ment	Contract library services			District-provided library services			
		County school library	City public library	County public library	District library service	Classroom collection only	Book collection only	Individual school library
Placer	12,266	12,266	-----	-----	2,605	131	3,083	1,546
Plumas	1,693	------	-----	-----	758	-----	1,560	------
Riverside	52,238	6,095	-----	-----	33,738	3,249	12,601	15,050
Sacramento	92,127	58,440	-----	-----	18,767	5,035	12,242	55,323
San Benito	3,021	------	-----	1,473	------	-----	1,049	499
San Bernardino	90,681	------	-----	28,642	39,991	9,693	21,190	29,637
San Diego	153,440	46,616	-----	-----	97,693	3,764	21,083	27,129
San Francisco	52,504	------	-----	-----	482	2,493	8,625	41,361
San Joaquin	38,887	15,443	-----	-----	4,345	2,728	4,810	19,986
San Luis Obispo	13,289	9,174	-----	-----	4,437	1,973	5,015	3,489
San Mateo	80,537	2,841	-----	-----	23,777	607	23,315	54,006
Santa Barbara	33,818	13,900	-----	-----	5,567	891	5,383	20,737
Santa Clara	152,920	------	-----	26,145	24,541	8,689	51,742	86,180
Santa Cruz	12,017	6,398	-----	-----	702	2,382	4,997	4,251
Shasta	8,242	6,410	-----	-----	1,196	1,267	2,053	961
Sierra	418	418	-----	-----	------	55	------	------
Siskiyou	6,140	------	-----	1,923	1,097	1,311	1,551	2,269
Solano	24,181	------	-----	10,352	868	1,014	14,678	5,539
Sonoma	23,920	17,569	-----	-----	------	3,446	8,237	1,575
Stanislaus	29,641	10,062	-----	-----	884	689	14,119	6,544
Sutter	6,950	------	-----	6,950	------	3,160	------	463
Tehama	4,329	1,597	-----	-----	------	2,192	235	1,076
Trinity	1,373	------	-----	1,373	------	79	464	------
Tulare	33,259	14,659	-----	-----	12,017	6,902	5,518	7,603
Tuolumne	2,479	------	-----	890	138	1,075	16	296
Ventura	46,009	28,803	-----	-----	21,424	3,440	11,250	15,652
Yolo	12,337	5,072	-----	-----	4,048	476	4,697	1,014
Yuba	7,437	2,555	-----	-----	154	778	1,600	4,434
Total	2,549,658	453,993	15,343	105,617	1,220,644	153,125	485,197	1,176,418
Percent	100.0	17.8	0.6	4.1	47.9	6.0	19.0	46.1

Table III-5

Library Service Provided by Contract Agencies--1963-64

Unit receiving the service	Total reported	Receiving contract library services from			Totals for contract services
		County school library	City public library	County public library	
Districts (maintaining elementary schools) reporting ----------	1,251	738	2	208	948
Percent ----------	---	59.0	0.2	16.6	75.8
Elementary schools reporting ----------	5,040	1,338	23	354	1,715
Percent ----------	---	26.5	0.5	7.0	34.0
Elementary pupils reported ----------	2,549,658	453,994	15,343	105,617	574,954
Percent ----------	---	17.8	0.6	4.1	22.5

Table III-6

Number of Volumes in Elementary School Libraries

County	Number of libraries	Aggregate volumes held	Volumes	
			Range	Average
Alameda--------	192	980,869	100--16,088	5,109
Alpine----------	0	----	----	----
Amador --------	0	----	----	----
Butte-----------	6	14,393	793-- 4,100	2,398
Calaveras ------	0	----	----	----
Colusa ---------	2	3,846	200-- 3,646	1,923
Contra Costa----	118	538,289	820-- 9,258	4,561
Del Norte-------	4	14,250	1,200-- 6,000	3,563
El Dorado ------	4	12,327	2,500-- 4,313	3,081
Fresno---------	23	14,584	5-- 2,400	634
Glenn ----------	2	5,500	2,500-- 3,000	2,750
Humboldt-------	5	15,300	600-- 8,000	3,060
Imperial--------	3	9,803	1,419-- 4,384	3,268
Inyo------------	0	----	----	----
Kern-----------	47	120,506	200--11,445*	2,564
Kings ----------	5	15,956	404-- 5,794	3,191
Lake-----------	3	7,165	2,165-- 5,000	2,388
Lassen---------	0	----	----	----
Los Angeles ----	613	1,435,439	234--15,371	2,179
Madera---------	2	5,136	1,500-- 3,636	2,538
Marin----------	44	133,955	1,000-- 7,001	3,044
Mariposa-------	0	----	----	----
Mendocino------	7	18,536	1,400-- 5,040	2,648
Merced---------	13	49,727	1,000--11,428*	3,817
Modoc----------	0	----	----	----
Mono-----------	0	----	----	----
Monterey-------	26	75,306	300-- 6,013	2,896
Napa-----------	9	25,070	389-- 7,500	2,784
Nevada---------	0	----	----	----
Orange---------	50	148,372	300--19,000*	2,967
Placer ---------	3	4,937	1,300-- 2,337	1,646
Plumas---------	0	----	----	----
Riverside-------	29	76,722	397-- 5,479	2,646
Sacramento-----	101	195,513	160-- 9,800	1,936
San Benito------	1	2,600	----	----
San Bernardino--	56	150,557	100-- 8,275	2,689
San Diego-------	47	188,657	235--14,000*	4,013
San Francisco---	69	123,308	345-- 5,000	1,802
San Joaquin-----	37	109,286	57-- 9,175*	2,954
San Luis Obispo-	9	7,044	275-- 3,200	783
San Mateo ------	105	373,492	900-- 9,476	3,557
Santa Barbara---	37	87,667	951-- 5,750	2,369
Santa Clara-----	144	387,019	100-- 8,000	2,688
Santa Cruz------	7	15,943	720-- 3,954	2,235
Shasta----------	3	6,350	250-- 4,100	2,117
Sierra----------	0	----	----	----
Siskiyou--------	4	12,613	400-- 5,505	3,128
Solano----------	11	20,868	150-- 3,850	1,897
Sonoma---------	4	9,708	1,447-- 5,000	2,427
Stanislaus ------	10	48,872	1,832-- 8,754	4,887

Table III-6--Continued

Number of Volumes in Elementary School Libraries

County	Number of libraries	Aggregate volumes held	Volumes	
			Range	Average
Sutter----------	2	1,082	400-- 682	541
Tehama --------	2	6,642	3,300-- 3,342	3,321
Trinity---------	0	----	----	----
Tulare ---------	17	38,693	200-- 5,184	2,864
Tuolumne ------	1	2,000	----	----
Ventura --------	29	61,660	200-- 5,500	2,126
Yolo -----------	2	5,223	553-- 4,670	2,612
Yuba-----------	8	30,496	1,500-- 7,000	3,812
All counties	1,916	5,611,281	5--19,000*	2,930

*A library in an individual school also serving all other elementary schools of the district. The largest number of volumes in an elementary school library serving one school was 16,088.

Table III-7

Other Centralized Book Collections*

County	Number of schools with other collections	Aggregate volumes held	Volumes	
			Range	Average
Alameda	38	88,284	260--7,635	2,323
Alpine	0	----	----	----
Amador	1	575	----	575
Butte	10	26,465	1,200--4,000	2,647
Calaveras	1	1,314	----	1,314
Colusa	0	----	----	----
Contra Costa	22	51,770	264--6,200	2,353
Del Norte	3	8,805	2,625--3,200	2,935
El Dorado	5	3,490	150--2,790	698
Fresno	40	26,905	20--2,100	673
Glenn	2	4,000	1,000--3,000	2,000
Humboldt	14	10,035	20--2,000	717
Imperial	9	12,678	300--2,303	1,409
Inyo	3	6,370	1,870--4,500	2,123
Kern	14	9,793	105--1,488	700
Kings	7	6,441	550--1,500	920
Lake	3	3,700	200--2,500	1,233
Lassen	2	1,700	300--1,400	850
Los Angeles	136	245,784	50--8,300	1,807
Madera	3	4,124	550--2,324	1,375
Marin	17	26,388	635--3,113	1,552
Mariposa	1	600	----	600
Mendocino	9	11,520	350--3,750	1,280
Merced	2	1,649	180--1,469	825
Modoc	1	856	----	856
Mono	1	650	----	650
Monterey	25	56,379	100--5,000	2,255
Napa	2	1,100	500-- 600	550
Nevada	0	----	----	----
Orange	90	89,172	100--5,500	991
Placer	8	14,225	1,000--5,000	1,778
Plumas	5	12,244	1,500--3,044	2,449
Riverside	27	39,653	19--3,855	1,469
Sacramento	24	20,747	100--3,000	864
San Benito	3	3,939	1,024--1,480	1,313
San Bernardino	40	52,419	49--7,500	1,310
San Diego	37	30,194	24--4,303	816
San Francisco	19	23,165	90--3,969	1,219
San Joaquin	10	12,021	100--2,400	1,202
San Luis Obispo	12	6,478	100--1,700	540
San Mateo	46	118,563	400--5,667	2,577
Santa Barbara	11	14,285	50--3,500	1,299
Santa Clara	104	262,225	250--5,409	2,521
Santa Cruz	11	22,885	975--3,100	2,080
Shasta	6	6,817	300--4,000	1,136
Sierra	0	----	----	----
Siskiyou	5	9,396	1,092--4,667	1,879
Solano	25	35,340	100--4,000	1,414
Sonoma	23	34,065	50--6,553	1,481
Stanislaus	32	106,991	200--8,500	3,343

Table III-7--Continued

Other Centralized Book Collections*

County	Number of schools with other collections	Aggregate volumes held	Volumes	
			Range	Average
Sutter----------	0	----	----	----
Tehama--------	2	430	150-- 280	215
Trinity---------	1	----	----	----
Tulare---------	12	10,882	37--3,000	907
Tuolumne ------	2	----	----	----
Ventura--------	22	20,919	131--3,000	951
Yolo-----------	11	21,836	176--5,375	1,985
Yuba-----------	6	6,128	50--3,378	1,021
All counties---	965	1,586,394	19--8,500	1,644

*In areas not qualifying as libraries (textbook rooms, offices, hallways, and the like).

Table III-8

Personnel Serving Elementary School Libraries--1963-64

County	Schools	Schools with libraries	Libraries served by						Libraries without personnel*
			Librarians		Teacher-librarians		Clerks only		
			Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
Alameda	262	192	9	25	3	5	1	2	147
Alpine	2	0	---	---	---	---	---	---	---
Amador	6	0	---	---	---	---	---	---	---
Butte	49	6	1	---	---	---	---	---	5
Calaveras	10	0	---	---	---	---	---	---	---
Colusa	9	2	---	---	---	1	---	1	---
Contra Costa	152	118	12	38	3	7	1	23	34
Del Norte	10	4	---	---	---	---	1	2	1
El Dorado	25	4	---	---	---	---	2	2	---
Fresno	168	23	---	1	---	1	---	5	16
Glenn	20	2	1	---	---	1	---	---	---
Humboldt	72	5	---	---	1	1	---	---	3
Imperial	36	3	1	---	---	---	---	2	---
Inyo	9	0	---	---	---	---	---	---	---
Kern	129	47	1	3	1	8	3	5	26
Kings	29	5	---	---	1	---	---	---	4
Lake	10	3	---	---	---	---	---	2	1
Lassen	18	0	---	---	---	---	---	---	---
Los Angeles	1,219	613	49	38	13	23	8	13	469
Madera	28	2	1	---	---	---	---	---	1
Marin	75	44	1	11	---	3	---	6	23
Mariposa	9	0	---	---	---	---	---	---	---
Mendocino	27	7	---	---	---	---	---	1	6
Merced	47	13	3	1	---	7	---	1	1
Modoc	12	0	---	---	---	---	---	---	---
Mono	5	0	---	---	---	---	---	---	---
Monterey	76	26	---	4	---	2	1	2	17
Napa	29	9	---	---	---	---	---	---	9
Nevada	14	0	---	---	---	---	---	---	---
Orange	286	50	8	---	16	1	---	2	23
Placer	34	3	---	---	---	---	---	---	3
Plumas	9	0	---	---	---	---	---	---	---
Riverside	119	29	1	15	---	6	---	1	6
Sacramento	182	101	---	---	---	11	---	---	90
San Benito	20	1	---	---	---	---	---	---	1
San Bernardino	199	56	---	---	2	---	3	12	39
San Diego	289	47	10	2	5	1	3	2	24
San Francisco	96	69	---	---	---	---	---	---	69
San Joaquin	112	37	1	---	---	---	1	2	33
San Luis Obispo	49	9	---	---	1	2	---	---	6
San Mateo	166	105	20	36	4	3	3	6	33
Santa Barbara	76	37	1	14	---	4	---	4	14
Santa Clara	283	144	21	20	6	27	---	1	69
Santa Cruz	32	7	---	1	---	---	3	2	1
Shasta	54	3	---	---	1	---	---	---	2
Sierra	4	0	---	---	---	---	---	---	---
Siskiyou	35	4	---	---	---	2	1	1	---

Table III-8--Continued

Personnel Serving Elementary School Libraries--1963-64

County	Schools	Schools with libraries	Libraries served by						Libraries without personnel*
			Librarians		Teacher-librarians		Clerks only		
			Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
Solano --------	54	11	---	1	---	---	---	---	10
Sonoma -------	77	4	---	---	---	---	---	2	2
Stanislaus -----	78	10	2	---	1	1	1	---	5
Sutter---------	25	2	---	---	---	---	---	---	2
Tehama -------	23	2	---	---	---	---	---	1	1
Trinity--------	16	0	---	---	---	---	---	---	---
Tulare --------	98	17	---	2	---	2	---	---	13
Tuolumne -----	19	1	---	---	---	---	---	---	1
Ventura -------	99	29	2	---	---	---	1	---	1
Yolo ----------	35	2	---	---	---	---	1	---	1
Yuba----------	24	8	---	3	---	---	---	1	4
Total --------	5,150	1,916	145	215	58	119	34	104	1,230
Percent among schools with libraries ---	---	100.0	7.6	11.2	3.0	6.2	1.8	5.4	64.0
Percent among all schools reporting (5,040) -----	---	38.0	2.9	4.3	1.2	2.4	0.7	2.2	24.3

---

*This column includes libraries served only by volunteers and libraries in which full-time classroom teachers provide some services as an extra duty, as well as libraries without any designated personnel.

Table III-9

Library Personnel in Elementary School Libraries Which Met ALA Book Standards--1964

County	Elementary school libraries meeting standards	Library personnel					
		Librarians or teacher-librarians		Teachers, extra duty	Clerks (only)		Volunteers (only)
		Full time	Part time		Full time	Part time	
Alameda	62	6	1	55	0	0	0
Contra Costa	20	4	13	1	1	0	1
Del Norte	1	0	0	0	1	0	0
Humboldt	1	1	0	0	0	0	0
Kern	2	0	1	0	1	0	0
Los Angeles	23	14	3	0	4	2	0
Marin	1	0	1	0	0	0	0
Merced	2	1	1	0	0	0	0
Monterey	2	0	0	1	1	0	0
Napa	1	0	0	1	0	0	0
Orange	4	4	0	0	0	0	0
Sacramento	2	0	0	0	0	0	2
San Bernardino	2	0	0	1	0	1	0
San Diego	3	3	0	0	0	0	0
San Joaquin	1	1	0	0	0	0	0
San Mateo	7	5	2	0	0	0	0
Santa Clara	7	3	3	1	0	0	0
Stanislaus	3	1	0	2	0	0	0
Total	144	43	25	62	8	3	3
Percent	---	29.9	17.4	43.0	5.5	2.1	2.1

Table III-10

Number of Volumes in Elementary School Libraries Related to School Enrollment

Enrollment	Aggregate holdings	Number of library books		Schools with libraries
		Range	Average	
1- 99	10,141	200- 4,956	1,268	8
100- 199	106,034	5-13,338	1,963	54
200- 299	258,540	150- 8,543	2,248	115
300- 499	1,365,215	100-11,016	2,780	491
500- 999	3,350,659	100-19,000	3,111	1,077
1,000-1,499	472,773	326-16,088	2,992	158
1,500-2,000	50,919	1,361-15,670	3,917	13
All schools	5,614,281	5-19,000	2,930	1,916

Table III-11

Magazine Titles in Elementary School Libraries--1964

	Number of K-6 schools		Number of K-8 and 7-8 schools		Schools meeting standard	
County	With library	Meeting standard of 25 titles	With library	Meeting standard of 50 titles	Totals	Percent
Alameda	154	8	38	0	8	4.1
Alpine	0	---	0	---	---	---
Amador	0	---	0	---	---	---
Butte	1	0	5	0	0	0.0
Calaveras	0	---	0	---	---	---
Colusa	2	0	0	0	0	0.0
Contra Costa	95	10	23	3	13	11.0
Del Norte	0	0	4	0	0	0.0
El Dorado	2	0	2	0	0	0.0
Fresno	9	1	14	0	1	4.3
Glenn	1	0	1	0	0	0.0
Humboldt	1	0	4	0	0	0.0
Imperial	1	0	2	0	0	0.0
Inyo	0	---	0	---	---	---
Kern	16	2	31	1	3	6.4
Kings	0	0	5	1	1	20.0
Lake	0	0	3	0	0	0.0
Lassen	0	---	0	---	---	---
Los Angeles	549	5	64	6	11	1.8
Madera	0	0	2	0	0	0.0
Marin	30	0	14	0	0	0.0
Mariposa	0	---	0	---	---	---
Mendocino	5	0	2	0	0	0.0
Merced	5	0	8	0	0	0.0
Modoc	0	---	0	---	---	---
Mono	0	---	0	---	---	---
Monterey	20	0	6	0	0	0.0
Napa	8	0	1	0	0	0.0
Nevada	0	---	0	---	---	---
Orange	22	0	28	0	0	0.0
Placer	1	0	2	0	0	0.0
Plumas	0	---	0	---	---	---
Riverside	26	0	3	0	0	0.0
Sacramento	90	0	11	0	0	0.0
San Benito	0	0	1	0	0	0.0
San Bernardino	47	0	9	0	0	0.0
San Diego	31	2	16	4	6	12.8
San Francisco	68	0	1	0	0	0.0
San Joaquin	33	0	4	0	0	0.0
San Luis Obispo	3	0	6	0	0	0.0
San Mateo	72	2	33	4	6	5.7
Santa Barbara	33	3	4	0	3	8.1
Santa Clara	105	0	39	0	0	0.0
Santa Cruz	3	0	4	0	0	0.0
Shasta	0	0	3	0	0	0.0
Sierra	0	---	0	---	---	---
Siskiyou	0	0	4	0	0	0.0
Solano	8	0	3	0	0	0.0

Table III-11--Continued

Magazine Titles in Elementary School Libraries--1964

	Number of K-6 schools		Number of K-8 and 7-8 schools		Schools meeting standard	
County	With library	Meeting standard of 25 titles	With library	Meeting standard of 50 titles	Totals	Percent
Sonoma	3	0	1	0	0	0.0
Stanislaus	3	0	7	0	0	0.0
Sutter		0	2	0	0	0.0
Tehama	2	0	0	0	0	0.0
Trinity	0	---	0	---	---	---
Tulare	4	0	13	0	0	0.0
Tuolumne	0	0	1	0	0	0.0
Ventura	21	2	8	0	2	6.9
Yolo	0	0	2	0	0	0.0
Yuba	3	1	5	0	1	12.5
All counties	1,477	36	439	19	55	2.9

Table III-12

Newspapers in Elementary School Libraries

County	Number of libraries	Libraries meeting standard of three		Number of subscriptions reported	
		Number	Percent	Lowest	Highest
Alameda----------	192	16	8.3	0	7
Alpine------------	0	--	---	-	-
Amador ----------	0	--	---	-	-
Butte-------------	6	0	0.0	0	2
Calaveras --------	0	--	---	-	-
Colusa -----------	2	0	0.0	0	0
Contra Costa------	118	4	3.4	0	6
Del Norte---------	4	1	25.0	3	3
El Dorado --------	4	0	0.0	0	0
Fresno -----------	23	0	0.0	1	1
Glenn ------------	2	0	0.0	0	1
Humboldt ---------	5	0	0.0	0	0
Imperial----------	3	0	0.0	0	0
Inyo--------------	---	--	---	-	-
Kern -------------	47	7	14.9	0	7
Kings ------------	5	0	0.0	0	2
Lake -------------	3	0	0.0	0	1
Lassen -----------	0	--	---	-	-
Los Angeles ------	613	20	3.3	0	10
Madera-----------	2	0	0.0	0	0
Marin ------------	44	1	2.3	0	5
Mariposa ---------	0	--	---	-	-
Mendocino --------	7	0	0.0	0	0
Merced-----------	13	1	7.7	0	4
Modoc------------	0	--	---	-	-
Mono-------------	0	--	---	-	-
Monterey ---------	26	6	23.1	0	8
Napa -------------	9	1	11.1	0	4
Nevada -----------	0	--	---	-	-
Orange -----------	20	6	30.0	0	7
Placer -----------	3	1	33.3	0	3
Plumas-----------	0	--	---	-	-
Riverside---------	29	1	3.4	0	4
Sacramento -------	101	10	9.9	0	4
San Benito --------	1	1	100.0	3	3
San Bernardino----	56	1	1.8	0	6
San Diego---------	47	13	27.7	0	8
San Francisco-----	69	6	8.7	0	8
San Joaquin -------	27	4	14.8	0	6
San Luis Obispo ---	9	1	11.1	0	5
San Mateo --------	105	6	5.7	0	5
Santa Barbara-----	37	2	5.4	0	4
Santa Clara -------	144	5	3.5	0	3
Santa Cruz--------	7	2	28.6	0	5
Shasta------------	3	0	0.0	0	2
Sierra------------	0	--	---	-	-
Siskiyou ---------	4	0	0.0	0	2
Solano------------	11	3	27.3	0	8
Sonoma-----------	4	1	25.0	0	8
Stanislaus --------	10	0	0.0	0	1
Sutter ------------	2	0	0.0	0	0
Tehama ----------	2	1	50.0	0	3

Table III-12 -- Continued

Newspapers in Elementary School Libraries

County	Number of libraries	Libraries meeting standard of three		Number of subscriptions reported	
		Number	Percent	Lowest	Highest
Trinity----------	---	--	---	-	-
Tulare ----------	17	2	11.8	0	3
Tuolumne -------	1	0	0.0	0	0
Ventura ---------	29	3	10.3	0	5
Yolo ------------	2	0	0.0	2	2
Yuba------------	8	0	0.0	0	2
Total	1,872	126	----	0	10
Average	-----	---	6.7	-	--

Table III-13

Audio-Visual Materials in 1,916 Elementary School Libraries

Type of material	Libraries having material		Range of items owned	Total items owned	Average per library
	Number	Percent			
Motion pictures---	5	0.3	3-54	106	21
Filmstrips -------	263	13.7	1-1,402	30,164	115
2" × 2" slides ----	40	2.1	1-250	2,486	62
Study prints (flat pictures) ---	286	14.9	1-10,315	82,464	288
Tape recordings --	111	5.8	1-400	1,747	16
Record albums ---	373	19.5	1-1,457	33,849	91
Transparencies---	40	2.1	1-150	1,207	30

Table III-14

Professional Books in Elementary School Libraries

County	Number of libraries	Libraries meeting standard of 200		Number of books reported			Total books, all schools
		Number	Percent	Lowest	Highest	Average	
Alameda	192	19	9.9	0	567	58	11,063
Alpine	0	---	---	---	---	---	---
Amador	0	---	---	---	---	---	---
Butte	6	0	0.0	0	0	0	0
Calaveras	0	---	---	---	---	---	---
Colusa	2	0	0.0	50	50	50	100
Contra Costa	118	8	6.8	0	252	67	7,857
Del Norte	4	1	25.0	0	200	75	300
El Dorado	4	0	0.0	0	75	21	85
Fresno	23	0	0.0	0	39	16	370
Glenn	2	0	0.0	0	25	13	25
Humboldt	5	0	0.0	0	100	27	135
Imperial	3	0	0.0	0	60	37	110
Inyo	0	---	---	---	---	---	---
Kern	47	2	4.3	0	545	43	2,017
Kings	5	0	0.0	0	100	20	100
Lake	3	2	66.7	200	350	183	550
Lassen	0	---	---	---	---	---	---
Los Angeles	613	7	1.1	0	400	15	9,132
Madera	2	0	0.0	0	0	0	0
Marin	44	0	0.0	0	120	18	789
Mariposa	0	---	---	---	---	---	---
Mendocino	7	0	0.0	0	100	36	255
Merced	13	0	0.0	0	150	31	409
Modoc	0	---	---	---	---	---	---
Mono	0	---	---	---	---	---	---
Monterey	26	0	0.0	0	150	20	510
Napa	9	1	11.1	0	200	44	397
Nevada	0	---	---	---	---	---	---
Orange	50	1	2.0	0	300	21	1,040
Placer	3	0	0.0	0	50	17	50
Plumas	0	---	---	---	---	---	---
Riverside	29	0	0.0	0	50	10	287
Sacramento	101	0	0.0	0	100	3	300
San Benito	1	0	0.0	50	50	50	50
San Bernardino	56	1	1.8	0	200	28	1,575
San Diego	47	2	4.3	0	200	38	1,807
San Francisco	69	0	0.0	0	110	8	547
San Joaquin	37	1	2.7	0	278	28	1,029
San Luis Obispo	9	0	0.0	0	50	22	195
San Mateo	105	4	3.8	0	500	40	4,194
Santa Barbara	37	0	0.0	0	130	15	561
Santa Clara	144	10	6.9	0	300	35	5,017
Santa Cruz	7	0	0.0	0	75	28	194
Shasta	3	0	0.0	0	0	0	0
Sierra	0	---	---	---	---	---	---
Siskiyou	4	0	0.0	0	150	38	150
Solano	11	1	9.0	0	200	45	496
Sonoma	4	0	0.0	0	100	41	165
Stanislaus	10	0	0.0	0	100	19	190

Table III-14--Continued

Professional Books in Elementary School Libraries

County	Number of libraries	Libraries meeting standard of 200		Number of books reported			Total books, all schools
		Number	Percent	Lowest	Highest	Average	
Sutter ----------	2	0	0.0	15	15	15	30
Tehama---------	2	1	50.0	0	427	214	427
Trinity ---------	0	---	---	---	---	---	---
Tulare----------	17	2	11.8	0	311	36	613
Tuolumne -------	1	0	0.0	0	0	0	0
Ventura---------	29	1	3.4	0	200	14	418
Yolo------------	2	0	0.0	0	10	5	10
Yuba------------	8	0	0.0	0	100	40	320
All counties----	1,916	64	3.3	0	567	29	53,869

Table III-15

Expenditures for Library Books in Elementary School Districts--1963-64*

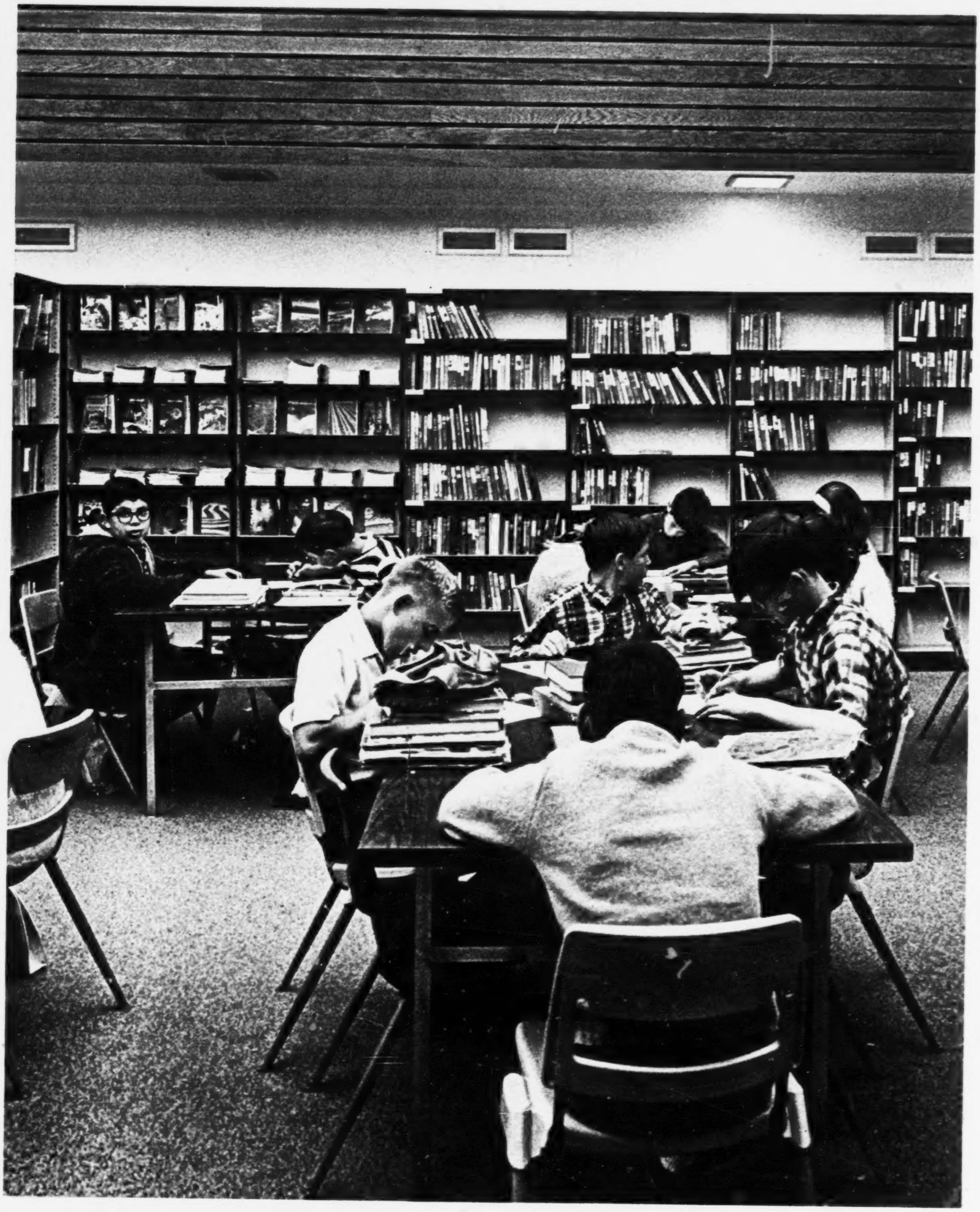
County	Books, capital outlay	Books, other	Total	Average daily attendance	Expenditure per pupil
Alameda	$ 78,252	$ 62,670	$ 140,922	41,811	$3.37
Alpine	----	----	----	----	----
Amador	0	164	164	501	.33
Butte	10,020	10,456	20,476	11,831	1.73
Calaveras	130	5	135	446	.30
Colusa	8	492	500	710	.70
Contra Costa	22,334	87,709	110,043	44,886	2.45
Del Norte	682	4,348	5,030	3,153	1.60
El Dorado	3,628	13,097	16,725	4,870	3.43
Fresno	3,473	14,709	18,182	31,170	.58
Glenn	0	4,868	4,868	3,076	1.58
Humboldt	6,027	6,698	12,725	14,632	.87
Imperial	235	17,991	18,226	13,542	1.35
Inyo	2,399	1,110	3,509	1,923	1.82
Kern	44,447	85,744	130,191	54,068	2.41
Kings	9,005	10,931	19,936	9,613	2.07
Lake	0	473	473	996	.47
Lassen	0	53	53	2,201	.02
Los Angeles	198,200	195,852	394,052	210,709	1.87
Madera	0	12,862	12,862	7,733	1.66
Marin	69,257	24,256	93,513	23,928	3.91
Mariposa	----	----	----	----	----
Mendocino	0	11,516	11,516	4,550	2.53
Merced	10,468	34,610	45,078	18,645	2.42
Modoc	132	4,333	4,465	1,362	3.28
Mono	0	115	115	412	.28
Monterey	10,000	36,344	46,344	27,724	1.67
Napa	0	5,219	5,219	7,366	.71
Nevada	646	2,666	3,312	2,556	1.30
Orange	179,114	195,575	374,689	144,138	2.60
Placer	0	7,500	7,500	10,712	.70
Plumas	----	----	----	----	----
Riverside	23,184	10,252	33,436	12,823	2.61
Sacramento	2,731	13,252	15,98	20,754	.77
San Benito	0	1,037	1,037	2,609	.40
San Bernardino	55,696	62,681	118,377	68,718	1.72
San Diego	61,707	48,303	110,010	77,949	1.41
San Francisco	----	----	----	----	----
San Joaquin	346	59,129	59,475	18,924	3.14
San Luis Obispo	11,289	10,255	21,544	12,579	1.71
San Mateo	157,951	53,602	211,553	70,926	2.98
Santa Barbara	8,969	49,706	58,675	24,626	2.38
Santa Clara	205,118	95,863	300,981	125,565	2.40
Santa Cruz	11,358	17,653	29,011	12,368	2.35
Shasta	4,802	10,451	15,253	12,013	1.27
Sierra	----	----	----	----	----
Siskiyou	1,847	5,602	7,449	6,146	1.21
Solano	4,728	3,934	8,662	10,030	.86
Sonoma	2,839	19,183	22,022	21,130	1.04
Stanislaus	9,339	43,946	53,285	30,049	1.77

Table III-15--Continued

Expenditures for Library Books in Elementary School Districts--1963-64*

County	Books, capital outlay	Books, other	Total	Average daily attendance	Expenditure per pupil
Sutter	$ 2,674	$ 3,605	$ 6,279	6,789	$ .92
Tehama	4,936	3,478	8,414	4,577	1.84
Trinity	34	169	203	1,388	.15
Tulare	7,877	23,204	31,081	31,051	1.00
Tuolumne	288	7,753	8,041	2,654	3.03
Ventura	56,513	39,376	95,889	39,880	2.40
Yolo	3,966	8,463	12,429	5,489	2.26
Yuba	18,314	4,681	22,995	7,300	3.15
All counties	$1,304,963	$1,447,944	$2,752,907	1,325,601	$1.71

*Does not include textbooks or library supplies and equipment.



Caroline Davis Intermediate School
Oak Grove Elementary School District
Photo by Rondal Partridge

IV

High School Libraries in California

According to standards established by the American Association of School Librarians, every school having an enrollment of 200 students or more should have a school library. On the high school level,[1] California ranks well in this regard, since 98.1 percent of its high schools have libraries, a figure slightly above the national average of 97.4 percent. In 1964 some 1,285,671 California high school students (99.4 percent of the total high school enrollment) attended schools which had a library of some kind. Of the state's 360 junior high schools, all but 10 (2.8 percent) had a school library in 1963-64. Of the state's 641 other high schools, only 9 (1.4 percent) did not have a school library in 1963-64.

Staff for High School Libraries

Provision of a library within the school is not enough. That there is a collection of books and other instructional materials housed somewhere in the building does not ensure that they will be used effectively in the educational program. Specialists in the field of instructional materials are needed to select and organize materials and to make them available; to instruct, guide, and stimulate students to use library resources intelligently and effectively; to work with teachers as resource consultants; and to serve as members of curriculum development committees.

The American Association of School Librarians recommends that one professional librarian be employed for every 300 students or major fraction thereof up to an enrollment of 900 students, with an additional librarian for every 400 students beyond that number. If the head librarian is responsible for audio-visual materials as well as for books, the number of librarians should be increased proportionately.[2]

Table IV-1 shows that only 68.5 percent of California's high schools are served by school librarians on either a full-time or part-time basis. Statistics published by the U.S. Office of Education in 1964 showed that for the country as a whole, 92.6 percent of the high schools had librarians.

---

[1] In California, Section 5553 of the Education Code designates high schools as four-year high schools, junior high schools, senior high schools, continuation high schools, and evening high schools.

[2] Standards for School Library Programs. Prepared by the American Association of School Librarians. Chicago: American Library Association, 1960, p. 54.

Table IV-1

High Schools Served by Credentialed Librarians

Level	Schools	Schools served by credentialed librarians	
		Number	Percent
Junior high schools--------	360	251	69.7
High schools ----	641	408	63.6
Total schools --	1,001	659	65.8

An additional 26.3 percent of high school libraries in California were served by teacher-librarians who worked either full time or part time. Another 5.1 percent of the high schools were served only by library clerks, and 0.9 percent of the libraries were without paid personnel of any kind. These data are contained in Table IV-2 (page 53).

Table IV-3 (page 55) shows that 63 percent of school libraries employing full-time credentialed library personnel also employed clerical help.

In reading Table IV-4 (page 57), which shows by county the number of junior high schools and high schools served by credentialed librarians, one notes that in 16 counties not one of the high schools had a credentialed librarian. In only four counties -- El Dorado, San Benito, Santa Clara, and Santa Cruz -- did all high schools have credentialed librarians.

Materials for High School Libraries

It is generally acknowledged that books are the most necessary resource of a school library and that no well-selected book collection is ever too large for today's high school students. Other important resources are periodicals and audio-visual materials.

Books

National standards require that in schools serving 200 to 999 students, a minimum library book collection of 6,000 to 10,000 books should be available. Schools serving 1,000 or more students should have a minimum of ten library books per student. These standards require materials in sufficient quantity so that three aspects of a functional library program may be realized: good service to teachers and students, ready accessibility of materials, and availability of materials on a wide range of subjects and in many forms of expression.

In 26 counties in California in 1964, one or more high schools met the standards of the American Library Association for size of book collection. In 32 other counties no high school libraries met the standards.

Tables IV-5 (page 59) and IV-6 (page 60) show data for counties maintaining junior high schools and senior high schools. ALA standards require that 6,000 volumes should be the minimum number in any school library. Junior high schools in only ten of the 28 counties with junior high schools averaged above the minimum 6,000 volumes, despite the fact that the statewide average for junior high schools was slightly above standard.

Table IV-7 (page 62) shows that only a small percent of the junior high schools achieved the minimum ratio of ten books per student. Of the 16 libraries meeting standards, nine were in two counties. Data on the number of books per student in high school libraries are given in Table IV-8 (page 63).

Periodicals

Magazines and newspapers are needed in the school library, for they frequently contain material not available elsewhere and are primary sources of information about current affairs. Today, more than ever before, students need to become familiar with a number of good magazines. Therefore, the collection of newspapers and magazines should be large enough to cover the scope of information needed by students to pursue their studies and special interests.

Magazines. ALA standards require at least 70 titles for junior high school libraries and at least 120 titles for high school libraries. In addition, these standards call for at least five titles of professional magazines devoted to librarianship and instructional materials.

The high school library should have a general index for periodicals. Libraries in vocational, technical, or other special schools have a periodical index covering the contents of magazines in special fields.

Table IV-9 (page 65) shows data on magazines in junior high school libraries; Table IV-10 (page 66) gives similar data for high schools.

Newspapers. The number of newspapers needed in a high school library collection is determined by the demand for them created by teachers and students. The American Library Association recommends a minimum newspaper collection of three to six titles covering local, state, national, and international news. A newspaper index is needed when extensive use is made of information found in newspapers.

Table IV-11 (page 68) contains data on newspaper holdings of junior high school libraries. Data in Table IV-12 (page 69) shows that high school libraries generally exceeded ALA standards for newspapers.

Audio-Visual Materials

Films and filmstrips from the school's own collection or from a school district or regional depository should be made available when needed. Also needed are disc and tape recordings for music, drama, poetry, history, social science, and language instruction. An extensive collection of pictures, slides, study prints, and realia should also be provided.

In 1964 only 35.7 percent of California high school libraries had audio-visual materials in their collections. In many cases these materials consisted of only a few items. Nationwide, 62.7 percent of high school libraries had audio-visual materials.

Tables IV-13 (page 71) and IV-14 (page 72) give information on junior high school and high school libraries that served as instructional materials centers. Although the concept of such centers has been rapidly gaining in popularity, few of the libraries surveyed were equipped to assume full responsibility for audio-visual services.

Tables IV-15 (page 73) and IV-16 (page 74) list types of audio-visual materials used in junior high school and high school libraries in California. Study prints, filmstrips, and record albums were the most commonly used items.

Professional Materials

Some professional materials should be housed within each school. For a school with 200 or more students, ALA standards require a basic book collection of 200-1,000 titles; at least 25-50 professional magazine titles; pamphlets, curriculum guides, resource units, and other professional materials as needed. According to Table IV-17 (page 75) and Table IV-18 (page 76), high school libraries in California had very few and very small collections of professional materials.

Annual Expenditures for High School Libraries

ALA standards for annual appropriations require amounts necessary for maintenance of collections of functional materials to support an effective program of library service for students and teachers. Recommended amounts also allow for the purchase of enough duplicate materials to meet the needs of students. The amounts recommended pertain only to those school libraries where collections meet the standards previously noted.

ALA standards require that:

- In schools having 200-249 students, at least $1,000--$1,500 be spent for books each year; and in schools having 250 or more students, at least $4-$6 per student each year

- Additional funds be available for encyclopedias and unabridged dictionaries; for magazines, newspapers, and pamphlets; for rebinding; and for supplies
- Libraries in vocational, technical, and other schools having specialized curriculums have an augmented budget when needed
- The annual budget for the acquisition of audio-visual materials, exclusive of equipment, should be not less than 1 percent of the total instruction cost per pupil (from \$2-\$4 per student, at present)
- The purchase of supplementary materials for classroom use should not replace or reduce the expenditures for school library materials
- Minimum annual expenditures for the professional collection should range from \$200-\$800, depending upon the size and needs of the faculty and the availability of other professional materials in the community

To bring book collections up to a minimum of ten books per student, as required by national standards, high school libraries in California would need 6,017,934 volumes. At a cost conservatively estimated at \$5 per book, more than \$30 million would have been required to erase this book deficit in May, 1964.

Appendix B shows that expenditures for library books for California high schools ranged from \$3.26 in 1960-61 to \$4.18 in 1964-65, per unit of average daily attendance. Figures include expenditures for library and reference books from current and capital outlay but exclude expenditures for textbooks, supplementary textbooks, periodicals, magazines, workbooks, and library and instructional supplies. These figures were compiled by the Bureau of School Apportionments and Reports from annual financial reports supplied by school districts.

Table IV-19 (page 78) was compiled from answers to high school questionnaires used in this study. Although national standards call for annual expenditures of at least \$4 to \$6 per student for books only, plus expenditures for reference books, periodicals, and supplies, Table IV-19 shows that in most counties the average expenditure for all library purposes was below the minimum amount recommended for books. Only four counties averaged more than \$4 per student in junior high schools; 21 counties averaged more than \$4 per student in high schools for all library purposes. In several counties the relatively high average expenditure per student can probably be attributed to the establishment of new libraries.

Nighttime Services of High School Libraries

A trend toward opening school libraries at night is emerging in California. Eighty junior high schools and high schools -- about 8 percent of all high schools -- were regularly extending night library service to students in 1963-64. An additional 72 schools, or about 7 percent, indicated that night library service was under consideration.

In some communities nighttime service in school libraries has been initiated at the request of those in charge of public libraries. For public library officials, especially those in urban areas, have recently become concerned about the overwhelming numbers of students coming to these libraries at night to find materials, services, and study facilities. Many public libraries have asked schools to share this load by extending school library hours and services. In other communities evening school library service has been started because of a lack of public libraries for students to use.

Night service has also been emphasized in special school programs for disadvantaged students. Several school libraries operated their night service in connection with pilot programs in compensatory education.

In 1963-64 more than 5,000 students were being served at night each week by public school libraries. These libraries reported an average of 28 student users a night; individual libraries, 2 to 180 per night.

Principals and librarians were asked to evaluate the overall success of night library service in their schools. They provided the following ratings:

Ratings	Percent
Excellent	19
Good	36
Fair	29
Poor	16

School library service at night has not been successful in many schools. Of those high schools not now maintaining service at night, 82 reported that the plan had been tried in the past but had been discontinued. Reasons given for discontinuing the program were the following:

Reasons	Percent
Insufficient use by students	71
Lack of funds for personnel	15
Lack of personnel	8
Inadequate library materials	3
Discipline problems	3

Many schools that had never tried night library service indicated that inadequate libraries or a high proportion of students transported by bus made night service impractical.

Table IV-2

Personnel Serving High School Libraries

County	Number of high schools*	Schools with libraries	Libraries served by						Libraries without personnel
			Librarians		Teacher-librarians		Clerks only		
			Full time	Part time	Full time	Part time	Full time	Part time	
Alameda	51	50	43	---	7	---	---	---	---
Alpine	0	---	---	---	---	---	---	---	---
Amador	3	2	---	---	---	1	---	1	---
Butte	9	9	4	---	3	1	1	---	---
Calaveras	2	2	---	---	---	2	---	---	---
Colusa	5	5	---	1	---	2	---	1	1
Contra Costa	32	32	23	---	8	---	1	---	---
Del Norte	1	1	---	---	1	---	---	---	---
El Dorado	3	3	2	1	---	---	---	---	---
Fresno	37	37	12	---	14	9	2	---	---
Glenn	5	5	1	---	---	2	---	1	1
Humboldt	9	9	2	---	4	1	1	1	---
Imperial	7	7	2	---	1	3	1	---	---
Inyo	5	1	---	---	---	1	---	---	---
Kern	19	15	9	---	6	2	---	1	1
Kings	4	4	3	---	---	---	1	---	---
Lake	5	5	---	---	1	4	---	---	---
Lassen	4	4	1	---	---	2	1	---	---
Los Angeles	268	266	235	---	30	---	1	---	---
Madera	2	2	1	---	1	---	---	---	---
Marin	8	8	7	---	---	1	---	---	---
Mariposa	1	1	---	---	---	1	---	---	---
Mendocino	11	10	---	---	1	7	---	1	1
Merced	8	8	2	1	2	2	---	1	---
Modoc	2	2	---	---	---	1	---	---	1
Mono	2	2	---	---	---	2	---	---	---
Monterey	15	15	8	1	5	1	---	---	---
Napa	6	6	2	---	2	1	---	1	---
Nevada	2	1	---	---	---	---	1	---	---
Orange	46	45	34	---	11	---	---	---	---
Placer	6	6	2	1	1	2	---	---	---
Plumas	4	4	1	---	---	---	---	3	---
Riverside	30	29	15	1	6	5	1	1	---
Sacramento	41	41	27	---	3	1	---	---	---
San Benito	1	1	1	---	---	---	---	---	---
San Bernardino	42	41	26	---	8	1	4	2	---
San Diego	69	68	37	---	21	8	2	---	---
San Francisco	25	25	23	---	2	---	---	---	---
San Joaquin	16	16	10	---	2	3	1	---	---
San Luis Obispo	9	9	5	---	2	1	---	---	1
San Mateo	21	21	19	---	---	2	---	---	---
Santa Barbara	14	13	9	---	3	1	---	---	---
Santa Clara	38	38	36	1	1	---	---	---	---
Santa Cruz	6	6	6	---	---	---	---	---	---
Shasta	5	5	1	2	1	1	---	---	---
Sierra	3	2	---	---	---	1	---	---	1
Siskiyou	10	10	---	---	2	7	---	---	1
Solano	11	10	8	---	2	---	---	---	---

Table IV-2--Continued

Personnel Serving High School Libraries

County	Number of high schools*	Schools with libraries	Libraries served by						Libraries without personnel
			Librarians		Teacher-librarians		Clerks only		
			Full time	Part time	Full time	Part time	Full time	Part time	
Sonoma	15	15	7	---	2	4	2	---	---
Stanislaus	10	10	3	---	3	3	1	---	---
Sutter	4	4	1	---	---	1	1	---	1
Tehama	3	3	---	---	1	2	---	---	---
Trinity	2	2	---	---	---	2	---	---	---
Tulare	14	13	5	---	3	4	1	---	---
Tuolumne	2	2	---	---	1	1	---	---	---
Ventura	18	17	12	---	2	---	1	2	---
Yolo	8	8	4	---	1	2	---	1	---
Yuba	2	2	1	---	---	1	---	---	---
Total	1,001	978	650	9	164	99	34	17	9
Percent	100.0		64.9	0.9	16.4	9.9	3.4	1.7	0.9

*High schools is used in the legal sense here (Education Code Section 5553) to include junior high schools, senior high schools, and four-year high schools.

Table IV-3

High Schools Employing Clerks in School Libraries

County	Number of high schools*	Schools served full time by credentialed personnel	Schools employing library clerks in addition to full-time credentialed personnel †					
			More than two clerks	Two clerks	One and one-half clerks	One clerk	Less than one clerk	No clerks
Alameda	51	50	1	1	6	16	20	6
Alpine	0	---	-	--	--	--	---	--
Amador	3	0	-	--	--	--	---	--
Butte	9	7	-	--	--	2	3	2
Calaveras	2	0	-	--	--	--	---	--
Colusa	5	0	-	--	--	--	---	--
Contra Costa	32	31	-	2	2	16	4	7
Del Norte	1	1	-	--	--	1	---	--
El Dorado	3	2	-	--	--	1	---	1
Fresno	37	26	-	--	--	1	3	22
Glenn	5	1	-	--	--	--	---	1
Humboldt	9	6	-	--	1	3	2	--
Imperial	7	3	-	--	--	1	---	2
Inyo	5	0	-	--	--	--	---	--
Kern	19	15	-	2	1	5	2	5
Kings	4	3	-	--	--	2	---	1
Lake	5	1	-	--	--	--	---	1
Lassen	4	1	-	--	--	--	---	1
Los Angeles	268	265	6	13	19	89	110	28
Madera	2	2	-	--	--	--	1	1
Marin	8	7	-	--	--	3	3	1
Mariposa	1	0	-	--	--	--	---	1
Mendocino	11	1	-	--	--	--	---	--
Merced	8	4	-	--	--	--	---	4
Modoc	2	0	-	--	--	--	---	--
Mono	2	0	-	--	--	--	---	--
Monterey	15	13	1	--	1	2	4	5
Napa	6	4	-	--	1	2	1	--
Nevada	2	0	-	--	--	--	---	--
Orange	46	45	-	2	4	26	9	4
Placer	6	3	-	--	--	2	---	--

Table IV-3 -- Continued

High Schools Employing Clerks in School Libraries

County	Number of high schools*	Schools served full time by credentialed personnel	Schools employing library clerks in addition to full-time credentialed personnel†					
			More than two clerks	Two clerks	One and one-half clerks	One clerk	Less than one clerk	No clerks
Plumas	4	1	-	--	--	--	---	1
Riverside	30	21	-	--	--	1	15	5
Sacramento	41	30	-	1	2	5	7	15
San Benito	1	1	-	--	--	1	---	--
San Bernardino	42	34	3	--	3	10	5	13
San Diego	69	58	-	5	3	26	16	8
San Francisco	25	25	-	--	--	1	10	14
San Joaquin	16	12	-	--	1	4	6	1
San Luis Obispo	9	7	-	--	--	3	2	2
San Mateo	21	19	3	1	4	11	---	--
Santa Barbara	14	12	-	1	2	5	2	2
Santa Clara	38	37	1	2	1	17	10	6
Santa Cruz	6	6	-	--	--	2	3	1
Shasta	5	2	-	--	--	--	---	2
Sierra	3	0	-	--	--	--	---	--
Siskiyou	10	2	-	--	--	1	---	1
Solano	11	10	-	1	1	5	1	2
Sonoma	15	9	-	--	--	2	---	7
Stanislaus	10	6	-	--	1	4	1	--
Sutter	4	1	-	--	1	--	---	--
Tehama	3	1	-	--	--	--	---	1
Trinity	2	0	-	--	--	--	---	--
Tulare	14	8	-	--	1	1	---	6
Tuolumne	2	1	-	--	--	--	1	--
Ventura	18	14	-	2	1	10	1	--
Yolo	8	5	-	--	--	--	2	3
Yuba	2	1	-	1	--	--	---	--

* High schools is used in the legal sense here to include junior high schools, senior high schools, and four-year high schools.

†Number of clerks is stated in terms of full-time equivalents.

Table IV-4

High Schools and Junior High Schools Served by Credentialed Librarians--1964*

County	High schools		Junior high schools	
	Number of schools	Schools served by credentialed librarians	Number of schools	Schools served by credentialed librarians
Alameda	29	27	22	16
Alpine	0	---	0	---
Amador	3	0	0	---
Butte	7	4	2	0
Calaveras	2	0	0	---
Colusa	4	0	1	1
Contra Costa	21	15	11	8
Del Norte	1	0	0	---
El Dorado	3	3	0	---
Fresno	22	9	15	3
Glenn	5	1	0	---
Humboldt	7	1	2	1
Imperial	7	2	0	---
Inyo	5	0	0	---
Kern	18	9	1	0
Kings	4	3	0	---
Lake	5	0	0	---
Lassen	4	1	0	---
Los Angeles	133	119	135	116
Madera	2	1	0	---
Marin	7	6	1	1
Mariposa	1	0	0	---
Mendocino	11	0	0	---
Merced	8	3	0	---
Modoc	2	0	0	---
Mono	2	0	0	---
Monterey	8	5	7	4
Napa	3	1	3	1
Nevada	1	0	1	0
Orange	29	24	17	10
Placer	6	3	0	---
Plumas	4	1	0	---
Riverside	17	9	13	7
Sacramento	21	16	20	11
San Benito	1	1	0	---
San Bernardino	20	12	22	14
San Diego	39	24	30	13
San Francisco	10	9	15	14
San Joaquin	11	6	5	4
San Luis Obispo	8	4	1	1
San Mateo	21	19	0	---
Santa Barbara	8	7	6	2
Santa Clara	29	29	9	8
Santa Cruz	4	4	2	2
Shasta	5	3	0	---
Sierra	3	0	0	---
Siskiyou	10	0	0	---
Solano	7	4	4	4

Table IV-4--Continued

High Schools and Junior High Schools Served by Credentialed Librarians--1964*

County	High Schools		Junior high schools	
	Number of schools	Schools served by credentialed librarians	Number of schools	Schools served by credentialed librarians
Sonoma---------	9	2	6	5
Stanislaus ------	10	3	0	---
Sutter ----------	4	1	0	---
Tehama --------	3	0	0	---
Trinity ---------	2	0	0	---
Tulare ---------	13	5	1	0
Tuolumne-------	2	0	0	---
Ventura --------	11	8	7	4
Yolo -----------	7	3	1	1
Yuba -----------	2	1	0	---
Totals --------	641	408	360	251
Percent -------		63.6		69.7

*Special schools excluded

Table IV-5

Number of Volumes in Junior High School Libraries

Counties in which junior high schools are maintained	Schools	Aggregate volumes held	Volumes per student	Volumes	
				Range*	Average
Alameda	22	142,593	7.2	0--11,288	6,482
Butte	2	11,899	6.0	4,194-- 7,705	5,950
Colusa	1	1,559	5.7	----	----
Contra Costa	11	72,608	6.5	3,613--13,220	6,601
Fresno	15	56,606	4.8	1,400-- 6,461	3,774
Humboldt	2	12,318	5.9	----	6,159
Kern	1	250	1.0	----	----
Los Angeles	135	1,037,381	5.3	0--16,641	7,684
Marin	1	3,000	3.8	----	----
Monterey	7	40,990	6.1	4,547-- 7,900	5,856
Napa	3	18,605	4.8	5,328-- 7,830	6,202
Nevada	1	0	----	----	----
Orange	17	84,688	3.9	0--11,373	4,970
Riverside	13	59,186	5.0	2,092-- 7,267	4,553
Sacramento	20	74,638	4.1	1,361-- 6,370	3,732
San Bernardino	22	111,373	6.4	0--10,110	5,062
San Diego	30	193,682	5.6	0--15,829	6,456
San Francisco	15	119,918	5.5	3,018--11,829	7,995
San Joaquin	5	33,822	6.2	4,374-- 9,851	6,765
San Luis Obispo	1	5,447	5.1	----	----
Santa Barbara	6	29,073	4.1	0-- 7,710	4,846
Santa Clara	9	65,826	6.8	3,154--12,100	7,314
Santa Cruz	2	11,627	11.7	4,874-- 6,753	5,814
Solano	4	28,064	8.7	5,213-- 7,798	7,016
Sonoma	6	31,182	5.2	3,127-- 6,500	5,197
Tulare	1	1,768	5.3	----	----
Ventura	7	31,684	5.4	0-- 7,232	4,526
Yolo	1	4,276	5.6	----	----
All counties	360	2,284,063	5.4	0--16,641	6,345

*Zeros reflect the fact that some schools do not have a library.

Table IV-6

Number of Volumes in Senior High School and Four-year High School Libraries

County	Number of libraries	Aggregate volumes held	Volumes per student	Volumes	
				Range*	Average
Alameda	29	257,705	5.4	1,955-23,260	8,886
Alpine	0	-------	---	------------	-----
Amador	3	1,925	2.7	0- 1,1[illegible]5	642
Butte	7	39,601	6.5	1,100-10,478	5,229
Calaveras	2	4,993	6.9	2,468- 2,525	2,497
Colusa	4	11,203	11.9	1,957- 4,751	2,800
Contra Costa	21	175,971	5.7	3,912-14,538	8,380
Del Norte	1	5,900	5.3	---	---
El Dorado	3	20,210	6.8	4,710-10,500	6,736
Fresno	22	103,318	4.8	1,507- 9,767	4,696
Glenn	5	12,040	8.5	1,300- 4,447	2,408
Humboldt	7	37,268	6.1	1,834-10,760	5,324
Imperial	7	40,317	8.1	749-14,430	5,759
Inyo	5	5,000	4.9	0- 5,000	---
Kern	18	130,058	6.1	2,799-20,882	7,225
Kings	4	20,031	4.7	2,950-10,040	5,008
Lake	5	10,251	9.8	1,000- 2,995	2,050
Lassen	4	12,082	9.3	1,278- 4,713	3,021
Los Angeles	133	1,410,730	4.9	3,036-28,497	10,607
Madera	2	19,180	6.9	4,616-14,564	9,590
Marin	7	54,546	5.2	2,792-12,758	7,792
Mariposa	1	2,297	9.2	---	---
Mendocino	11	34,378	7.5	0- 7,245	3,125
Merced	8	40,442	5.5	1,801-10,474	5,055
Modoc	2	4,235	9.4	2,028- 2,207	2,117
Mono	2	2,069	12.9	867- 1,202	1,035
Monterey	8	51,989	5.8	3,460- 9,969	6,499
Napa	3	13,099	5.9	1,859- 8,102	6,202
Nevada	1	4,100	4.0	---	---
Orange	29	262,093	4.7	3,500-23,409	9,038
Placer	6	39,366	7.9	2,500- 9,724	6,561
Plumas	4	16,623	11.4	2,951- 7,265	4,155
Riverside	17	101,686	5.4	0-14,641	5,982
Sacramento	21	130,614	4.0	2,633- 9,273	6,220
San Benito	1	8,230	8.4	---	---
San Bernardino	20	199,426	6.3	3,175-27,521	9,971
San Diego	39	301,627	5.8	2,141-20,454	7,706
San Francisco	10	39,008	4.7	4,800-15,483	9,801
San Joaquin	11	90,447	6.6	2,031-16,005	8,038
San Luis Obispo	8	31,525	5.8	1,120- 7,100	3,941
San Mateo	21	205,603	6.9	1,108-19,109	9,791
Santa Barbara	8	49,096	4.8	2,583-11,076	6,137
Santa Clara	29	226,961	4.8	2,830-12,533	7,826
Santa Cruz	4	25,553	4.2	2,710- 8,106	6,388
Shasta	5	28,082	5.8	3,862- 7,945	5,616
Sierra	3	3,355	12.1	297- 2,305	1,118
Siskiyou	10	29,609	11.4	1,426- 4,570	2,961
Solano	7	35,237	4.4	0-11,445	4,009

Table IV-6 -- Continued

Number of Volumes in Senior High School and Four-year High School Libraries

County	Number of libraries	Aggregate volumes held	Volumes per student	Volumes	
				Range*	Average
Sonoma----------	9	39,473	4.6	1,134- 8,473	4,497
Stanislaus ------	10	69,672	6.3	3,500-12,000	6,969
Sutter ----------	4	15,068	5.8	1,696- 8,905	3,767
Tehama --------	3	11,918	5.3	1,940- 6,355	3,973
Trinity ---------	2	4,958	10.6	2,300- 2,658	2,479
Tulare ---------	13	66,125	6.1	0-12,195	5,087
Tuolumne-------	2	9,620	8.7	2,894- 6,726	4,810
Ventura --------	11	88,371	6.1	3,006-11,588	8,034
Yolo -----------	7	27,084	5.7	930- 7,000	3,869
Yuba ----------	2	9,684	4.6	1,596- 8,088	4,842
All counties --	641	4,691,052	5.3	0-28,497	7,410

*Zeros reflect the fact that some schools do not have a library.

Table IV-7

Books per Student in Junior High School Libraries

Counties maintaining junior high schools	Number of schools*	Number of schools without libraries	Number of libraries by number of books per student†									
			1	2	3	4	5	6	7	8	9	10+
Alameda	22	1	---	---	---	---	4	5	5	1	1	5
Butte	2	0	---	---	---	1	---	1	---	---	---	---
Colusa	1	0	---	---	---	---	1	---	---	---	---	---
Contra Costa	11	0	---	---	1	3	4	---	---	1	---	2
Fresno	15	0	---	2	3	3	4	1	1	---	---	1
Humboldt	2	0	---	---	---	---	2	---	---	---	---	---
Kern	1	1	---	---	---	---	---	---	---	---	---	---
Los Angeles	135	2	1	3	22	28	31	17	13	9	5	4
Marin	1	0	---	---	1	---	---	---	---	---	---	---
Monterey	7	0	---	---	---	1	1	2	2	1	---	---
Napa	3	0	---	---	---	2	---	1	---	---	---	---
Nevada	1	1	---	---	---	---	---	---	---	---	---	---
Orange	17	1	1	3	3	4	3	1	---	1	---	---
Riverside	13	0	---	---	2	6	3	---	2	---	---	---
Sacramento	20	0	2	1	3	8	4	1	---	1	---	---
San Bernardino	22	1	---	1	---	3	2	6	5	1	2	1
San Diego	30	1	---	---	---	9	10	3	4	2	1	---
San Francisco	15	0	---	---	1	2	9	2	---	---	---	1
San Joaquin	5	0	---	---	1	---	1	3	---	---	---	---
San Luis Obispo	1	0	---	---	---	---	1	---	---	---	---	---
Santa Barbara	6	1	---	1	---	4	---	---	---	---	---	---
Santa Clara	9	0	---	1	---	---	1	1	4	1	1	---
Santa Cruz	2	0	---	---	---	---	---	---	---	---	1	1
Solano	4	0	---	---	---	---	---	---	1	1	2	---
Sonoma	6	0	---	---	---	2	3	1	---	---	---	---
Tulare	1	0	---	---	---	---	1	---	---	---	---	---
Ventura	7	1	1	---	---	---	2	---	1	---	1	1
Yolo	1	0	---	---	---	---	1	---	---	---	---	---
Total	360	10	5	12	37	76	88	45	38	19	14	16
Percent	100.0	2.8	1.4	3.3	10.3	21.1	24.4	12.5	10.6	5.3	3.9	4.4

*Special schools not included.

†For example, column 5 gives number of libraries that have five books per student; column 10+, libraries that have 10 or more books per student.

Table IV-8

Books per Student in High School Libraries

County	Number of schools*	Number of schools without libraries	Number of libraries by number of books per student†									
			1	2	3	4	5	6	7	8	9	10+
Alameda	29	0	1	1	6	5	4	5	3	---	---	4
Alpine	0	---	---	---	---	---	---	---	---	---	---	---
Amador	3	1	---	---	2	---	---	---	---	---	---	---
Butte	7	0	---	---	---	---	2	2	---	1	1	1
Calaveras	2	0	---	---	---	1	---	---	---	---	---	1
Colusa	4	0	---	---	---	---	---	---	1	---	1	2
Contra Costa	21	0	---	---	2	8	2	1	4	2	1	1
Del Norte	1	0	---	---	---	---	1	---	---	---	---	---
El Dorado	3	0	---	---	---	---	1	---	2	---	---	---
Fresno	22	0	1	1	5	5	2	3	1	2	---	2
Glenn	5	0	---	---	---	1	---	---	1	---	---	3
Humboldt	7	0	---	---	---	1	1	3	1	1	---	---
Imperial	7	0	---	---	1	---	---	1	2	1	2	---
Inyo	5	4	---	---	---	---	---	---	---	1	---	---
Kern	18	0	---	---	1	5	1	3	---	2	1	5
Kings	4	0	---	---	---	3	---	---	---	---	1	---
Lake	5	0	---	---	---	---	1	---	---	3	---	1
Lassen	4	0	---	---	---	---	1	1	---	---	---	2
Los Angeles	133	0	2	11	26	30	28	15	9	5	5	2
Madera	2	0	---	---	---	---	---	2	---	---	---	---
Marin	7	0	---	---	---	3	2	1	---	---	---	1
Mariposa	1	0	---	---	---	---	---	---	---	---	1	---
Mendocino	11	1	---	---	1	---	---	1	1	---	---	7
Merced	8	0	---	---	1	3	1	1	---	1	---	1
Modoc	2	0	---	---	---	---	1	---	---	---	---	1
Mono	2	0	---	---	---	---	---	---	---	1	---	1
Monterey	8	0	---	---	1	1	2	2	1	---	---	1
Napa	3	0	---	---	---	1	---	---	1	---	---	1
Nevada	1	0	---	---	---	1	---	---	---	---	---	---
Orange	29	0	1	3	8	5	7	3	1	---	1	---
Placer	6	0	---	---	---	---	2	---	2	---	---	2
Plumas	4	0	---	---	---	---	---	---	---	---	1	3
Riverside	17	1	---	---	3	---	2	4	3	3	---	1
Sacramento	21	0	---	2	10	4	---	---	2	2	---	1
San Benito	1	0	---	---	---	---	---	---	---	1	---	---
San Bernardino	20	0	1	1	2	3	3	2	---	3	3	2
San Diego	39	0	1	2	3	8	7	6	4	2	1	5
San Francisco	10	0	---	---	4	2	---	1	1	2	---	---
San Joaquin	11	0	---	---	1	---	1	3	4	1	---	1
San Luis Obispo	8	0	---	---	---	1	3	1	---	---	2	1
San Mateo	21	0	---	---	2	2	3	5	3	1	1	4
Santa Barbara	8	0	---	---	2	2	2	---	1	---	---	1
Santa Clara	29	0	1	2	6	5	7	1	6	1	---	---
Santa Cruz	4	0	---	1	1	1	---	---	---	---	1	---
Shasta	5	0	---	---	---	1	2	1	---	---	---	1
Sierra	3	0	---	---	---	---	---	---	1	---	---	2
Siskiyou	10	0	---	---	---	---	1	---	1	---	---	8
Solano	7	1	---	---	2	1	1	1	---	---	---	1
Sonoma	9	0	---	---	1	4	3	---	---	---	---	1
Stanislaus	10	0	---	---	2	---	2	2	---	1	---	3

Table IV-8--Continued

Books per Student in High School Libraries

County	Number of schools*	Number of schools without libraries	Number of libraries by number of books per student†									
			1	2	3	4	5	6	7	8	9	10+
Sutter -----------	4	0	---	---	---	1	---	1	---	1	1	---
Tehama ---------	3	0	---	---	---	1	---	---	1	---	---	1
Trinity ----------	2	0	---	---	---	---	---	---	---	---	1	2
Tulare ----------	13	1	---	1	1	1	2	1	2	1	1	2
Tuolumne--------	2	0	---	---	---	---	---	---	---	1	---	1
Ventura ---------	11	0	---	---	2	2	1	1	1	2	1	1
Yolo ------------	7	0	---	---	2	1	1	---	2	---	---	1
Yuba ------------	2	0	---	---	1	1	---	---	---	---	---	---
Total	641	9	8	25	99	114	100	74	61	43	27	81
Percent	100.0	1.4	1.2	3.9	15.5	17.8	15.6	11.6	9.5	6.7	4.2	12.6

*Special schools not included.

†For example, column 5 gives number of libraries that have five books per student; column 10+, libraries that have 10 or more books per student.

Table IV-9

Magazine Titles in Junior High School Libraries

Counties maintaining junior high schools	Number of schools	Schools meeting standard of 70 magazine titles		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Alameda----------	22	4	18.2	18	83	43	947
Butte-----------	2	0	0.0	50	65	58	115
Colusa ---------	1	0	0.0	0	0	0	0
Contra Costa----	11	1	9.1	40	76	50	545
Fresno ---------	15	1	6.7	1	82	39	592
Humboldt -------	2	1	50.0	64	91	78	155
Kern -----------	1	0	0.0	0	0	0	0
Los Angeles ----	135	77	57.0	12	171	80	10,745
Marin ----------	1	0	0.0	30	30	30	30
Monterey -------	7	0	0.0	15	69	44	311
Napa -----------	3	2	66.7	46	108	86	259
Nevada ---------	1	0	0.0	0	0	0	0
Orange ---------	17	0	0.0	15	68	37	625
Riverside-------	13	0	0.0	0	67	42	541
Sacramento -----	20	5	25.0	21	100	47	940
San Bernardino--	22	6	27.3	9	88	47	1,043
San Diego-------	30	12	40.0	15	124	61	1,828
San Francisco---	15	1	6.7	25	71	48	727
San Joaquin -----	5	2	40.0	0	92	54	272
San Luis Obispo -	1	0	0.0	59	59	59	59
Santa Barbara---	6	0	0.0	48	60	46	274
Santa Clara -----	9	4	44.4	34	120	66	592
Santa Cruz------	2	0	0.0	19	59	39	78
Solano----------	4	2	50.0	66	80	72	286
Sonoma---------	6	0	0.0	15	44	32	194
Tulare ---------	1	0	0.0	10	10	10	10
Ventura --------	7	0	0.0	27	62	41	285
Yolo -----------	1	0	0.0	58	58	58	58
All counties	360	118	33.0	----	----	60	21,511

Table IV-10

Magazine Titles in High School Libraries

County	Number of schools	Schools meeting standard of 120 magazine titles		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Alameda	29	4	13.8	41	161	77	2,237
Alpine	0	----	----	----	----	----	----
Amador	3	0	0.0	0	10	3	10
Butte	7	2	28.6	2	150	79	553
Calaveras	2	0	0.0	0	40	20	40
Colusa	4	0	0.0	11	47	24	94
Contra Costa	21	4	19.0	11	141	84	1,756
Del Norte	1	0	0.0	71	71	71	71
El Dorado	3	0	0.0	60	60	60	180
Fresno	22	0	0.0	15	102	50	1,101
Glenn	5	0	0.0	0	44	27	133
Humboldt	7	3	42.9	24	158	88	613
Imperial	7	0	0.0	12	85	50	347
Inyo	5	0	0.0	----	41	8	41
Kern	18	4	22.2	34	151	80	1,433
Kings	4	0	0.0	44	70	56	224
Lake	5	0	0.0	0	39	11	54
Lassen	4	0	0.0	11	44	33	132
Los Angeles	133	52	39.1	0	282	105	13,933
Madera	2	1	50.0	98	140	119	238
Marin	7	0	0.0	20	102	75	525
Mariposa	1	0	0.0	27	27	27	27
Mendocino	11	0	0.0	11	72	28	303
Merced	8	0	0.0	8	97	42	337
Modoc	2	0	0.0	0	10	5	10
Mono	2	0	0.0	5	24	15	29
Monterey	8	1	12.5	26	139	63	507
Napa	3	0	0.0	24	61	44	133
Nevada	1	0	0.0	80	80	80	80
Orange	29	7	24.1	41	350	101	2,929
Placer	6	1	16.7	10	161	68	407
Plumas	4	0	0.0	15	57	40	161
Riverside	17	2	11.8	21	153	62	1,055
Sacramento	21	5	23.8	30	160	79	1,651
San Benito	1	1	100.0	141	141	141	141
San Bernardino	20	3	15.0	23	136	79	1,574
San Diego	39	4	10.3	11	165	81	3,167
San Francisco	10	3	30.0	38	225	109	1,094
San Joaquin	11	1	9.1	4	135	68	745
San Luis Obispo	8	0	0.0	10	91	36	287
San Mateo	21	4	19.0	30	210	99	2,072
Santa Barbara	8	1	12.5	28	219	82	659
Santa Clara	29	4	13.8	32	138	84	2,431
Santa Cruz	4	0	0.0	53	110	78	312
Shasta	5	0	0.0	38	50	48	238
Sierra	3	0	0.0	4	15	52	155
Siskiyou	10	0	0.0	8	38	19	188
Solano	7	1	14.3	27	143	58	404
Sonoma	9	0	0.0	18	85	42	376

Table IV-10--Continued

Magazine Titles in High School Libraries

County	Number of schools	Schools meeting standard of 120 magazine titles		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Stanislaus-----	10	0	0.0	20	117	55	553
Sutter --------	4	1	25.0	3	140	44	177
Tehama-------	3	0	0.0	19	85	43	130
Trinity -------	2	0	0.0	15	20	18	35
Tulare--------	13	0	0.0	6	111	55	715
Tuolumne -----	2	0	0.0	----	50	25	50
Ventura-------	11	2	18.2	26	167	89	977
Yolo----------	7	0	0.0	17	87	41	290
Yuba ---------	2	0	0.0	17	85	51	102
All counties -	641	111	17.3	0	350	75	48,252

Table IV-11

Newspaper Subscriptions in Junior High School Libraries

Counties maintaining junior high schools	Number of schools	Schools meeting standard of 3 newspaper subscriptions		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Alameda-------	22	4	18.2	0	4	1	26
Butte----------	2	0	0.0	2	2	2	4
Colusa --------	1	0	0.0	0	0	0	0
Contra Costa---	11	6	54.5	1	4	3	29
Fresno--------	15	4	26.7	0	4	2	27
Humboldt------	2	1	50.0	2	5	4	7
Kern----------	1	----	----	----	----	----	----
Los Angeles ---	135	36	26.7	0	5	2	270
Marin---------	1	0	0.0	0	0	0	0
Monterey------	7	2	28.6	0	3	2	11
Napa----------	3	0	0.0	2	2	2	6
Nevada--------	1	----	----	----	----	----	----
Orange--------	17	5	29.4	0	3	2	32
Riverside------	13	8	61.5	1	4	3	33
Sacramento----	20	10	50.0	0	6	2	45
San Bernardino-	22	8	36.4	0	6	2	44
San Diego------	30	13	43.3	0	6	2	70
San Francisco--	15	8	53.3	1	5	3	39
San Joaquin----	5	1	20.0	1	3	2	9
San Luis Obispo	1	1	100.0	5	5	5	5
Santa Barbara--	6	5	83.3	3	5	3	18
Santa Clara----	9	5	55.6	1	6	3	29
Santa Cruz-----	2	0	0.0	0	0	0	0
Solano---------	4	4	100.0	3	4	4	14
Sonoma--------	6	3	50.0	1	3	2	14
Tulare --------	1	0	0.0	0	0	0	0
Ventura -------	7	4	57.1	2	5	3	18
Yolo ----------	1	0	0.0	0	0	0	0
All counties --	360	128	35.6	0	6	2	750

Table IV-12

Newspaper Subscriptions in High School Libraries

County	Number of schools	Schools meeting standard of 3 or more newspaper subscriptions		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Alameda	29	27	93.1	2	8	4	123
Alpine	0	----	----	----	----	----	----
Amador	3	0	0.0	0	0	0	0
Butte	7	6	85.7	0	8	4	31
Calaveras	2	1	50.0	0	3	2	3
Colusa	4	1	25.0	0	3	1	5
Contra Costa	21	21	100.0	3	10	6	119
Del Norte	1	1	100.0	4	4	4	4
El Dorado	3	3	100.0	4	6	5	15
Fresno	22	18	81.8	1	6	3	76
Glenn	5	3	60.0	0	4	2	12
Humboldt	7	6	85.7	2	9	6	42
Imperial	7	5	71.4	2	5	3	23
Inyo	5	0	0.0	1	2	1	5
Kern	18	18	100.0	3	10	5	89
Kings	4	4	100.0	3	5	4	16
Lake	5	1	20.0	0	3	1	4
Lassen	4	1	25.0	1	3	2	7
Los Angeles	133	121	91.0	2	16	4	571
Madera	2	2	100.0	3	4	4	7
Marin	7	7	100.0	3	9	5	37
Mariposa	1	0	0.0	2	2	2	2
Mendocino	11	7	63.6	0	7	3	34
Merced	8	5	62.5	1	6	4	32
Modoc	2	0	0.0	0	1	0.5	1
Mono	2	0	0.0	1	2	2	3
Monterey	8	6	75.0	2	5	4	30
Napa	3	1	33.3	2	5	3	9
Nevada	1	1	100.0	3	3	3	3
Orange	29	26	89.7	3	11	5	136
Placer	6	4	66.7	0	6	4	22
Plumas	4	4	100.0	3	5	4	15
Riverside	17	15	88.2	2	6	4	73
Sacramento	21	17	81.0	1	10	4	85
San Benito	1	1	100.0	5	5	5	5
San Bernardino	20	18	90.0	2	10	5	104
San Diego	39	35	89.7	0	10	5	197
San Francisco	10	7	70.0	1	5	3	26
San Joaquin	11	10	90.9	0	10	5	54
San Luis Obispo	8	6	75.0	0	10	5	36
San Mateo	21	19	90.5	2	14	5	112
Santa Barbara	8	6	75.0	1	7	4	33
Santa Clara	29	24	82.8	2	8	5	137
Santa Cruz	4	3	75.0	2	5	4	14
Shasta	5	3	60.0	1	6	3	17
Sierra	3	0	0.0	1	2	1	3
Siskiyou	10	1	10.0	0	3	2	15
Solano	7	4	57.1	2	6	3	23

Table IV-12--Continued

Newspaper Subscriptions in High School Libraries

County	Number of schools	Schools meeting standard of 3 or more newspaper subscriptions		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Sonoma---------	9	8	88.8	2	5	4	33
Stanislaus ------	10	10	100.0	3	8	4	43
Sutter ----------	4	2	50.0	0	8	3	13
Tehama --------	3	2	66.7	2	4	3	9
Trinity ---------	2	2	100.0	3	4	4	7
Tulare ---------	13	9	69.2	0	8	4	50
Tuolumne-------	2	2	100.0	5	6	6	11
Ventura --------	11	10	90.9	0	8	5	59
Yolo -----------	7	7	100.0	3	7	5	34
Yuba -----------	2	1	50.0	0	7	4	7
All counties ---	641	522	81.4	0	16	3.6	2,676

Table IV-13

Junior High Schools with Libraries Serving as Instructional Materials Centers

Counties maintaining junior high schools	Number of schools with libraries	Library responsibility for audio-visual services		
		Full	Partial	None
Alameda	22	1	6	15
Butte	2	2	---	---
Colusa	1	---	---	1
Contra Costa	11	5	3	3
Fresno	15	2	2	11
Humboldt	2	1	---	1
Kern	1	---	---	1
Los Angeles	135	11	13	111
Marin	1	---	---	1
Monterey	7	3	---	4
Napa	3	3	---	---
Nevada	1	---	---	1
Orange	17	5	3	---
Riverside	13	---	2	11
Sacramento	20	2	4	14
San Bernardino	22	3	4	15
San Diego	30	4	11	15
San Francisco	15	---	1	14
San Joaquin	5	---	---	5
San Luis Obispo	1	1	---	---
Santa Barbara	6	---	4	2
Santa Clara	9	2	1	6
Santa Cruz	2	---	---	2
Solano	4	4	---	---
Sonoma	6	2	4	---
Tulare	1	---	---	1
Ventura	7	4	---	3
Yuba	1	---	---	1
Total	360	55	58	247
Percent	---	15.3	16.1	68.6

Table IV-14

High Schools with Libraries Serving as Instructional Materials Centers

County	Number of schools with libraries	Library responsibility for audio-visual services		
		Full	Partial	None
Alameda	29	8	3	18
Alpine	0	---	---	---
Amador	3	---	---	3
Butte	7	2	3	2
Calaveras	2	---	---	2
Colusa	4	---	---	4
Contra Costa	21	7	4	10
Del Norte	1	---	---	1
El Dorado	3	1	1	1
Fresno	22	7	3	12
Glenn	5	1	1	3
Humboldt	7	3	---	4
Imperial	7	1	---	6
Inyo	5	1	---	4
Kern	18	9	2	7
Kings	4	1	---	3
Lake	5	2	---	3
Lassen	4	1	---	3
Los Angeles	133	24	19	90
Madera	2	1	---	1
Marin	7	2	1	4
Mariposa	1	---	---	1
Mendocino	11	---	---	11
Merced	8	4	1	3
Modoc	2	---	---	2
Mono	2	1	---	1
Monterey	8	1	3	4
Napa	3	---	2	1
Nevada	1	---	---	1
Orange	29	4	5	20
Placer	6	3	---	3
Plumas	4	1	---	3
Riverside	17	2	4	11
Sacramento	21	6	1	14
San Benito	1	---	---	1
San Bernardino	20	5	1	14
San Diego	39	12	7	20
San Francisco	10	1	---	9
San Joaquin	11	1	---	10
San Luis Obispo	8	---	---	8
San Mateo	21	7	---	14
Santa Barbara	8	2	---	6
Santa Clara	29	7	16	6
Santa Cruz	4	1	---	3
Shasta	5	2	---	3
Sierra	3	---	---	3
Siskiyou	10	---	1	9
Solano	7	2	---	5
Sonoma	9	1	1	7

Table IV-14--Continued

High Schools with Libraries Serving as Instructional Materials Centers

County	Number of schools with libraries	Library responsibility for audio-visual services		
		Full	Partial	None
Stanislaus------	10	2	---	2
Sutter ---------	4	2	---	2
Tehama--------	3	---	---	3
Trinity --------	2	---	---	2
Tulare---------	13	1	2	10
Tuolumne ------	2	---	---	2
Ventura--------	11	8	1	2
Yolo-----------	7	2	3	2
Yuba ----------	2	1	---	1
Total---------	641	149	89	403
Percent ------	---	23.2	13.9	62.9

Table IV-15

Audio-Visual Materials in 360 Junior High School Libraries

Type of material	Libraries having material		Range of items owned	Total items owned	Average per library
	Number	Percent			
Motion pictures---	4	1.1	2-8	16	4
Filmstrips -------	121	33.6	1-714	10,225	85
2" X 2" slides ----	15	4.2	1-386	1,150	77
Study prints (flat pictures) ---	87	24.2	1-2,500	29,225	336
Tape recordings --	44	12.2	1-181	1,310	30
Record albums ---	85	23.6	1-300	3,470	41
Reels of microfilm	2	0.6	2-37	39	20
Microcards ------	0	0.0	-------	0	0
Transparencies---	21	5.8	1-278	1,163	55

Table IV-16

Audio-Visual Materials in 641 High School* Libraries

Type of material	Libraries having material		Range of items owned	Total items owned	Average per library
	Number	Percent			
Motion pictures---	27	4.2	1-200	492	18
Filmstrips -------	175	27.3	1-1, 100	28, 145	161
2" X 2" slides ----	36	5.6	1-1, 022	4, 986	139
Study prints (flat pictures) ---	114	17.8	1-10, 000	49, 884	438
Tape recordings --	94	14.7	1-347	3, 122	33
Record albums ---	178	27.8	1-797	10, 623	60
Reels of microfilm	9	1.4	10-162	517	57
Microcards ------	4	0.6	36-200	506	127
Transparencies---	32	5.0	1-348	1, 496	47

*High school is used here to mean senior and four-year high schools only.

Table IV-17

Professional Books in Junior High School Libraries

Counties maintaining junior high schools	Number of schools	Schools meeting standard of 200 or more professional books		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Alameda	22	1	4.5	0	200	45	988
Butte	2	0	0.0	42	46	44	88
Colusa	1	0	0.0	0	0	0	0
Contra Costa	11	2	18.2	0	465	120	1,317
Fresno	15	0	0.0	0	198	55	830
Humboldt	2	2	100.0	225	310	268	535
Kern	1	----	----	----	----	----	----
Los Angeles	135	2	1.0	0	544	23	3,045
Marin	1	0	0.0	0	0	0	0
Monterey	7	2	28.6	20	261	103	723
Napa	3	2	66.7	82	600	377	1,132
Nevada	1	----	----	----	----	----	----
Orange	17	0	0.0	0	48	12	211
Riverside	13	1	7.7	0	200	36	472
Sacramento	20	0	0.0	0	110	26	516
San Bernardino	22	1	4.5	0	208	17	374
San Diego	30	1	3.3	0	261	62	1,855
San Francisco	15	0	0.0	0	46	5	75
San Joaquin	5	1	20.0	65	227	99	495
San Luis Obispo	1	0	0.0	75	75	75	75
Santa Barbara	6	2	12.8	40	300	111	667
Santa Clara	9	0	0.0	0	96	25	226
Santa Cruz	2	0	0.0	0	12	6	12
Solano	4	0	0.0	0	120	38	150
Sonoma	6	0	0.0	0	50	15	88
Tulare	1	0	0.0	0	0	0	0
Ventura	7	0	0.0	0	100	29	205
Yolo	1	0	0.0	71	71	71	71
All counties	360	17	4.7	0	600	39	14,150

Table IV-18

Professional Books in High School Libraries

County	Number of schools	Schools meeting standard of 200 or more professional books		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Alameda	29	1	3.4	0	347	41	1,203
Alpine	0	----	----	----	----	----	----
Amador	3	0	0.0	0	0	0	0
Butte	7	0	0.0	0	100	29	202
Calaveras	2	0	0.0	0	0	0	0
Colusa	4	0	0.0	0	50	18	70
Contra Costa	21	1	4.8	0	632	61	1,284
Del Norte	1	0	0.0	50	50	50	50
El Dorado	3	1	33.3	50	250	100	300
Fresno	22	3	13.6	0	341	72	1,588
Glenn	5	0	0.0	0	50	21	105
Humboldt	7	0	0.0	0	96	49	342
Imperial	7	0	0.0	0	100	27	190
Inyo	5	0	0.0	0	20	4	20
Kern	18	1	5.6	0	269	40	715
Kings	4	0	0.0	0	58	30	118
Lake	5	0	0.0	0	60	27	135
Lassen	4	1	25.0	0	240	73	290
Los Angeles	133	10	7.5	0	1,000	53	7,020
Madera	2	1	50.0	100	200	150	300
Marin	7	0	0.0	0	107	33	232
Mariposa	1	0	0.0	53	53	53	53
Mendocino	11	0	0.0	0	150	29	321
Merced	8	0	0.0	0	140	39	312
Modoc	2	----	----	----	----	----	----
Mono	2	0	0.0	0	0	0	0
Monterey	8	1	12.5	0	200	72	572
Napa	3	0	0.0	25	131	64	192
Nevada	1	0	0.0	100	100	100	100
Orange	29	2	6.9	0	400	73	2,127
Placer	6	2	33.3	0	400	103	616
Plumas	4	0	0.0	0	50	13	50
Riverside	17	2	11.8	0	438	64	1,095
Sacramento	21	2	9.5	0	2,100	140	2,948
San Benito	1	1	100.0	210	210	210	210
San Bernardino	20	3	15.0	0	500	84	1,674
San Diego	39	3	7.7	0	800	62	2,437
San Francisco	10	0	0.0	0	52	6	64
San Joaquin	11	5	45.5	0	316	126	1,388
San Luis Obispo	8	0	0.0	0	105	19	155
San Mateo	21	1	4.8	0	237	38	806
Santa Barbara	8	1	12.5	0	200	53	425
Santa Clara	29	6	20.7	0	300	68	1,959
Santa Cruz	4	1	25.0	0	250	70	278
Shasta	5	1	20.0	0	218	71	357
Sierra	3	0	0.0	0	50	17	50
Siskiyou	10	0	0.0	0	75	16	163
Solano	7	0	0.0	0	171	29	200

Table IV-18--Continued

Professional Books in High School Libraries

County	Number of schools	Schools meeting standard of 200 or more professional books		Lowest figure reported	Highest figure reported	Average per school	Total, all schools
		Number	Percent				
Sonoma--------	9	0	0.0	0	40	7	60
Stanislaus -----	10	2	20.0	0	224	80	802
Sutter ---------	4	0	0.0	40	84	31	124
Tehama -------	3	0	0.0	0	25	8	25
Trinity --------	2	0	0.0	0	12	6	12
Tulare --------	13	0	0.0	0	25	7	88
Tuolumne------	2	0	0.0	0	0	0	0
Ventura -------	11	3	27.3	0	500	149	1,636
Yolo ----------	7	0	0.0	0	160	41	290
Yuba ----------	2	1	50.0	10	212	111	222
All counties --	641	56	8.7	0	2,100	56	35,975

Table IV-19

Expenditures for Library Purposes in High Schools

County	Senior and four-year high schools*		Junior high schools*	
	Library expenditures†	Expenditure per student	Library expenditures†	Expenditure per student
Alameda	$ 133,844	$ 2.81	$ 49,623	$ 2.51
Alpine	-------	----	------	----
Amador	500	.71	------	----
Butte	24,797	4.08	9,300	4.71
Calaveras	5,549	7.66	------	----
Colusa	4,450	4.63	700	2.55
Contra Costa	107,486	3.46	24,659	2.22
Del Norte	2,749	2.48	------	----
El Dorado	33,125	11.07	------	----
Fresno	75,809	3.49	25,443	2.14
Glenn	10,751	7.57	------	----
Humboldt	32,078	5.29	4,895	2.36
Imperial	14,360	2.89	------	----
Inyo	3,000	2.69	------	----
Kern	80,502	3.75	------	----
Kings	13,580	3.15	------	----
Lake	10,263	9.79	------	----
Lassen	2,100	1.62	------	----
Los Angeles	944,116	3.25	507,862	2.57
Madera	5,600	2.02	------	----
Marin	32,281	3.10	1,250	1.87
Mariposa	800	2.86	------	----
Mendocino	22,330	4.90	------	----
Merced	26,781	3.62	------	----
Modoc	750	1.67	------	----
Mono	2,000	12.42	------	----
Monterey	30,825	3.46	17,316	1.61
Napa	19,325	3.46	8,875	2.27
Nevada	2,000	1.92	300	.37
Orange	221,752	3.97	73,159	3.36
Placer	20,127	4.05	------	----
Plumas	6,075	4.18	------	----
Riverside	66,122	3.53	[illegible],461	2.74
Sacramento	119,546	3.66	[illegible]8,752	2.70
San Benito	3,400	3.47	------	----
San Bernardino	138,630	4.39	81,163	4.67
San Diego	175,151	3.36	73,460	2.14
San Francisco	39,343	1.90	42,527	1.98
San Joaquin	45,649	3.33	12,205	2.22
San Luis Obispo	25,560	4.71	3,000	2.83
San Mateo	135,046	4.51	------	----
Santa Barbara	81,373	7.92	27,005	3.81
Santa Clara	195,024	4.15	31,520	3.23
Santa Cruz	19,978	3.29	3,173	3.19
Shasta	11,876	2.45	------	----
Sierra	712	2.56	------	----
Siskiyou	7,964	3.08	------	----
Solano	23,694	2.95	10,988	3.40
Sonoma	27,917	3.24	19,350	3.22

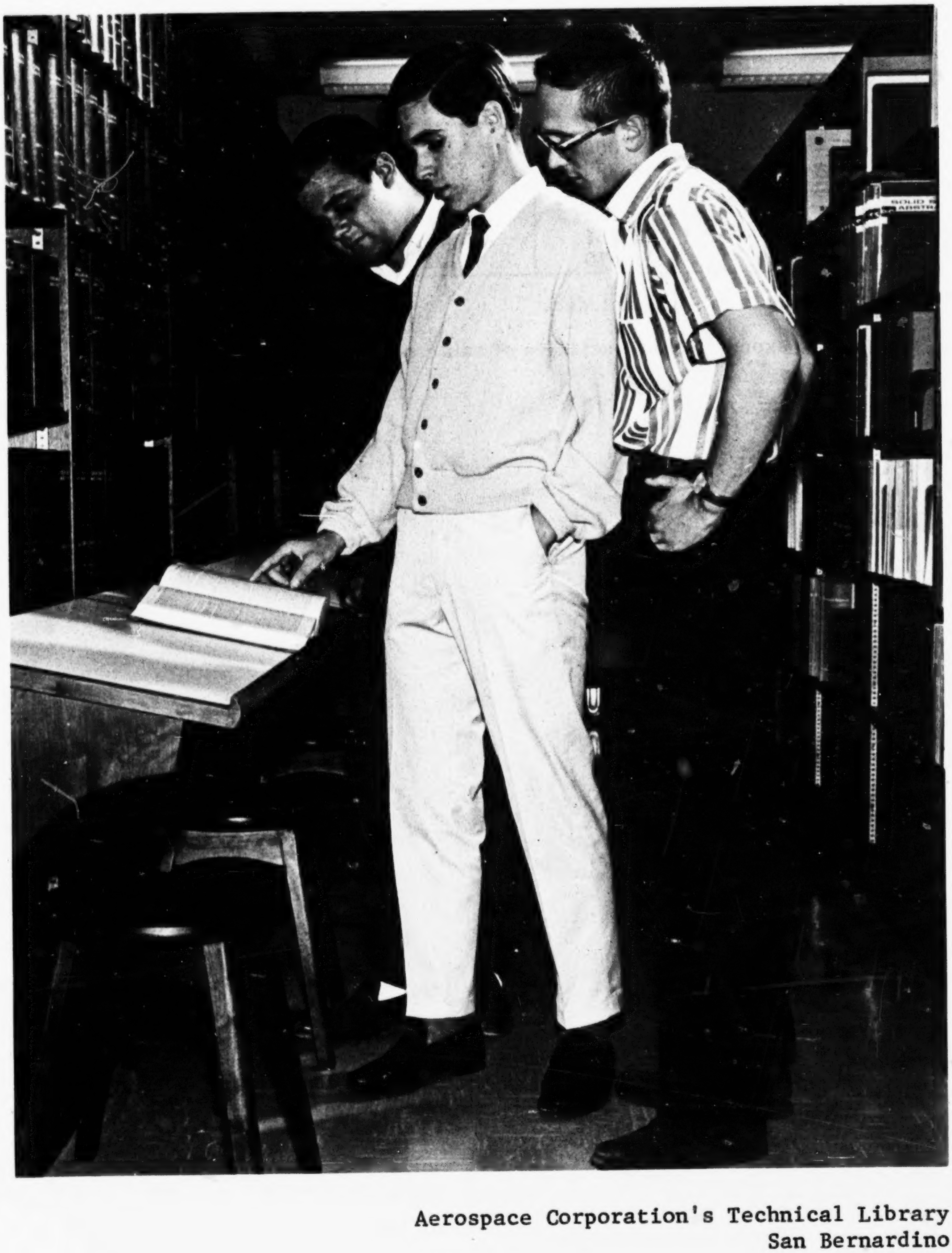
Table V-19 -- Continued

Expenditures for Library Purposes in High Schools

County	Senior and four-year high schools*		Junior high schools*	
	Library expenditures†	Expenditure per student	Library expenditures†	Expenditure per student
Stanislaus	$ 28,671	$ 2.50	$ ------	$ ----
Sutter	10,800	4.13	------	----
Tehama	5,507	2.47	------	----
Trinity	3,000	6.42	------	----
Tulare	32,299	3.00	900	2.63
Tuolumne	6,025	5.43	------	----
Ventura	69,683	4.68	27,636	4.67
Yolo	24,881	5.23	4,100	5.32
Yuba	6,670	3.22	------	----

*Special schools are not included.

†Aggregate expenditures, exclusive of salaries and wages.



Aerospace Corporation's Technical Library
San Bernardino

V

Junior College Libraries in California

A realistic evaluation of California junior college libraries, especially from the point of view of the students who use them, is to compare junior college libraries with other college libraries in California. And the most natural comparison is with the library system of the state colleges, since they share with the junior colleges the major burden of lower-division instruction. The trustees of the state colleges have adopted a "Program for the Development of California State College Libraries, 1962--1973," a quantitative plan based on sound research. It covers rate of growth of the collection, minimum size of new collections, and ten-year goals for size of existing collections. This plan will be applied to the junior colleges on a 50 percent scale in this study. (Further study is needed to determine what the standards for junior college libraries should be.)

This section of the survey will evaluate junior college libraries by comparing them with the standards of the American Library Association, the guidelines of the Association of College and Research Libraries,[1] and the "Program for Development" of the California state colleges. In addition, as a gauge for judging elements of the junior college library program covered in the survey but not covered in the above two sources, state college library statistical averages for 1963-64 will be cited wherever applicable. However, it must be kept in mind that the state college libraries are still well below the national norms. (California state college libraries had an average of 25 volumes per student in 1962-63, whereas the average for all U.S. colleges and universities was 51.)

Comparison of Junior College Libraries with Standards

To paraphrase a quotation about special libraries, "The only thing that California junior college libraries have in common is that they are all different." Indeed, the extremes are such that statistical averages tabulated in this survey must be viewed with great caution. Aware of the great variations among libraries and unnerved by the apparent lack of any common goals or standards, librarians answering the questionnaire made such pleas as the following: "We need more statistics of what should be rather than what is." "The role of the junior college library should be focused and defined." "It seems to me the State Department of Education could offer considerably more in the way of leadership, coordination, and guidance than it does."

---

[1] ACRL is a division of ALA.

Size of Book Collections

"It is my experience that there is likely to be a high degree of correlation in college library collections between inadequate size and poor quality," said Frederick Wagman, Director of Libraries, University of Michigan.

Standards	Initial collection	Volumes per student
American Library Association	20,000*	15†
California state colleges' "Program for Development"	50,000	40

---

*Exclusive of duplicates and textbooks

†For 2,000 full-time equivalency; based on the ALA standards of 20,000 volumes minimum, plus 5,000 volumes for every 500 students (full-time equivalency) beyond 1,000

In 1964 California junior college libraries had book collections ranging from 567 to 104,594 volumes. The first figure was for a library still unopened, though the enrollment was 2,609; the second, for a college with the largest junior college enrollment and book collection in the United States.

The number of volumes in junior college libraries in 1964 was 1,747,251. The collections in the aggregate were 1,247,849 volumes short of meeting ALA standards. According to the 1964 average cost per volume of $6.93, it would have required in 1964 an expenditure of more than $8,700,000 (plus processing costs) to bring the state's junior college library book collections up to ALA standards.

Some 32 libraries, or 43 percent, had fewer volumes than the 20,000 minimum core collection recommended by ALA. And 59 percent fell below 25,000 volumes or one half the state college minimum. Even in the last five years -- since the advent of ALA standards and ACRL guidelines and the revolution in higher education -- it has been a common practice for new junior colleges to open without a core collection. Of 12 colleges which opened between 1959 and 1963, not one had the initial complement of 20,000 volumes prior to opening, and not one had reached the 20,000 recommended minimum by the spring semester of 1964.

According to ALA standards, 96 percent of junior college libraries were substandard in size of collection (Table V-1, page 91). Only three colleges apparently met the ALA quantity standard, and, if the amount of duplication in their collections was accurately reported, they also failed to meet the standard (Table V-2, page 93).

A student enrolling in any one of the 19 oldest junior colleges (40 years old or more) could have found book collections between 5,040 and 71,265 volumes (Table V-3, page 95). On the other hand, a lower-division student entering one newly opened state college in 1964 was guaranteed immediate access to 50,000 volumes.

To view the picture from a different angle -- in juxtaposition with the state's junior and senior high school libraries -- 24 percent of the high school libraries had 10,000 or more volumes in 1964 (Table V-4, page 96), but 22 percent of the junior colleges reported fewer than 10,000 volumes. In other words, in 1964 certain high school graduates might have found that, as first-year college students, they were expected to pursue learning in libraries less comprehensive than those that they had been accustomed to use in high school.

The number of volumes held per student is shown in tables V-5 (page 97) and V-6 (page 98). The average of nine books per student was only three fifths of the American Library Association standard and less than one fourth of the "Program for Development" standard for state colleges.

For comparative purposes it should be noted here that the average number of volumes per student for all academic libraries in California in 1961-62 was 38. This gave California the rank of forty-eighth among the states (Table V-7, page 100). Only Arizona and Alaska stood lower.

Growth of Book Collections

Standards	Minimum number of volumes	Volumes added annually per student
ACRL guidelines	3,000	--
California state colleges' "Program for Development"	4,000	3

The number of volumes added to the libraries in 1963-64 ranged from a low of 143 to a high of 9,000, with a mean of 2,873 and a median of 2,444 (Table V-8, page 101). Some 40 percent of the colleges were above the ALA minimum, and 22 percent were above the full minimum for California state colleges. However, these minimum numbers, established in 1960 and 1961 by the standards, should be evaluated in terms of the escalating rate of book publication in the U.S. The number of titles published in 1962 was nearly double that of 1952 (21,904 titles versus 11,840), and progressively greater increases are predicted for the next decade.

In 1963-64, volumes added to junior college libraries per student compared with volumes added to state college libraries (three volumes per student per year) showed that the junior college collections were growing at a rate less than one third of state college collections.

Subscriptions to Periodicals

Standards	Minimum number of subscriptions
ACRL guidelines	200-300
California state colleges' "Program for Development"	1,000

Table V-9 (page 103) shows data on periodicals to which libraries subscribed. Some 69 percent met the ACRL guidelines standard, and 12 percent met 50 percent of the California state colleges' standard. Newspaper subscriptions ranged from a low of four to a high of 27. The average number of newspapers subscribed to was 10.4.

Hours of Service

Standards	Hours per week	Reference service hours
American Library Association standards	--	Professional librarian always on duty
California state colleges' "Program for Development"	60-78*	--

*1963-64

The number of hours that libraries were open for service ranged from a low of 33.5 to a high of 74, with a mean of 58.6 and a median of 60.5. Some 51 percent of the libraries had hours which fell within the range of 60-78 for California state colleges (Table V-10, page 105).

While 28 libraries (39 percent) closed for the dinner hour, 44 (61 percent) maintained continuous service. Some 36 percent of the libraries scheduled open hours during Christmas vacation; the same percent was open during the spring vacation. All state college libraries remained open on a year-round basis, although the schedule was reduced during vacations. The minimum vacation schedule was 40 hours a week. During open hours at night or on holidays, 35 percent of the junior college libraries lacked reference service provided by a professional librarian. Thus, 35 percent of the libraries were not conforming to ALA standards.

Survey data further revealed that 32 percent of the college libraries registered concern about their students overcrowding public libraries. According to 21 respondents, keeping their libraries open during weekends and vacations did not alleviate the problem of excessive student demands on public libraries and neighboring college library facilities. It seemed that no matter how many hours the junior college library was open, students still had to depend on other library resources. In general, the libraries were not complying with the ALA dictum that "it cannot be stressed too strongly that the two-year college library must be planned to give total service, and that other neighboring libraries must not be used to provide the books essential to the basic junior college program."

Professional and Nonprofessional Staff

Standards	Number of librarians	Number of students per librarian	Number of students per staff member
American Library Association standards	2	--	--
California state colleges' "Program for Development"	--	416*	210*

---

*1963-64 average

A total of 31 percent of the libraries were not meeting the ALA requirements of a minimum of two professional librarians on the staff (Table V-11, page 106). The range was from no librarians to 7.5. The average ratio of librarians to students enrolled was 1:2,091 -- or five times the state college average ratio.

In total staff on all levels -- professional, clerical, and student assistants -- the junior colleges had a ratio of one staff member for every 440 students enrolled. The comparable state college figure in 1963-64 was one staff member for every 210 students. The range among the junior colleges was from one staff member per 97 students to one per 1,739 students.

The average staffing pattern (that is, the proportion of professional, clerical, and student assistant positions to students) of the state colleges in 1962-63 was 38.39 percent professional, 35.96 percent clerical, and 25.35 percent student assistants. The junior colleges, on the other hand, had (in 1964) averages of 34.7 percent professional, 43.1 percent clerical, and 22.2 percent student assistants. Table V-12 (page 108) also shows, however, that the divergencies among the junior college libraries were so great that the figures are difficult to interpret. For instance, three libraries had no student assistants, while in 22 libraries student workers constituted over 30 percent of the total staff.

A slightly different gauge often recommended by library specialists is a balance of approximately 40 percent professional staff to 60 percent nonprofessional staff. (The California state college averages conformed to this pattern with 38.39 percent professional staff and 61.61 percent nonprofessional staff.) Only ten out of the 74 junior college libraries fell within a range of 38-42 percent professional staff. In addition, it would seem that the seven libraries which had more than 50 percent professional staff were committing the one staffing error the ALA standards warn against: "Great care should be taken that professional staff members do not spend their time doing work that is essentially clerical, because this is not only wasteful but also demoralizing."[1]

Qualifications of Staffs in Junior College Libraries

Standards	Training of the librarian
American Library Association standards	Graduate library degree plus state credential
California state colleges' "Program for Development"	Graduate library degree

Of the 193 librarians serving in junior college library positions in 1964, all held state credentials of one type or another (Table V-13, page 110), and 77 percent had graduate library degrees. Therefore, 23 percent was not meeting the ALA staffing requirements in their entirety.

Another ALA recommendation -- that librarians continue their graduate studies by seeking advanced degrees either in library science or in other areas -- was fulfilled by 162 librarians. Of these, 90 held a master's degree in a subject field and five had doctorates. Altogether, 193 librarians held 419 degrees, an average of 2.2 degrees per librarian.

In length of library experience, head librarians averaged 14.9 years; all other librarians, 12.6 years. In addition, 79 percent of the head librarians and 60 percent of all other librarians had had teaching experience. The average amount of teaching experience for all 193 librarians was 5.1 years.

An analysis based upon the ACRL guidelines suggestion that librarians participate actively in professional library associations showed the following percents of membership in these associations:

Association	Head librarians	Other librarians	All librarians
American Library Association	51.4	21.1	33.7
California Library Association	63.9	37.2	47.2
California Association of School Librarians	26.4	24.8	25.4

---

[1] "ALA Standards for Junior College Libraries," College and Research Libraries, XXI (May, 1960), 200-206. Reprinted by the Association of College and Research Libraries, Chicago, Ill.

More librarians belonged to the California Teachers Association (66.7 percent of the head librarians and 66.9 percent of the other librarians) than to any professional library association (Table V-14, page 111).

Facilities in Junior College Libraries

Standards	Seating (percent of enrollment)
American Library Association	25*
California state colleges' "Program for Development"	25†

---

*Of full-time equivalency

†Of full-time equivalency of daytime enrollment (8 a.m. to 5 p.m.)

Some 59 percent of the libraries were located in buildings which had been erected within the last ten years. Moreover, four junior colleges expected to be on new campuses in 1965, and two buildings were reported under construction in 1964; 39 percent indicated that either a new building or an expansion of present facilities was planned for 1964-65. Only 11 libraries were in temporary quarters.

Range in size of library facilities was from 960 to 83,960 square feet, with a median of 13,179 and an average of 15,813 (Table V-15, page 112). The largest library building (86,960 square feet) was almost twice as large as the second-largest building (46,732 square feet), although the college with the second largest library building had a higher enrollment (7,247 versus 5,080).

In contrast, state college library buildings in 1963-64 ranged in size from 6,322 to 172,911 square feet. Planned expansion of state facilities will bring all state college library buildings up to the seating standard of 25 percent of the full-time equivalency a.d.a. This expansion will give every library a capacity of 40 volumes per student.

In seating capacity, none of the libraries met the ALA standard (Table V-16, page 114). In the ten newest buildings, there was a ratio of one seat for every seven students; in the ten oldest buildings, one seat for every 21 students.

With regard to types of seating, 54 percent of the libraries had no individual study carrels. Of those libraries that had carrels, the mean number per library was 28. The range was from 4 to 400. Two leading authorities on individual seating accommodations in college libraries, Ralph Ellsworth and Keyes Metcalf, agree that carrel seating for 80 percent of the readers is desirable and not unreasonable.

Other facilities, representing newer trends in buildings and equipment, were available in the following number and percent of junior college libraries:

Facility	Number	Percent
Individual listening equipment	46	62.2
Student typing rooms	40	54.1
Microfilm readers	39	52.7
Photocopy machines	38	51.4
Air-conditioning	25	33.8
Carpeting	4	5.4
Closed-circuit television	3	4.1

Financing of Junior College Libraries

Standards	Percent of total institutional budget	Expenditure per student
American Library Association standards	5.0	--
California state colleges' "Program for Development"	7.5*	$85*

*1963-64 average

Of the total institutional budget allocated to the library for 1963-64, California junior colleges averaged 4 percent, or 1 percent less than the ALA standards (Table V-17, page 116). The range for percent of the institutional budget was from a low of 1.3 to a high of 8.2. (The actual high of 11.7 percent was so extreme that it has been disqualified. The school had an average daily attendance of 188, and its library, which had a book budget of $35, was staffed by a half-time librarian and one clerk.) The median and the mean were 4 percent for the 58 colleges reporting.

The preceding figures indicate much better financial support than the libraries were actually receiving if the minimum financial requirement is applied as stated in ALA standards:

> This minimum percentage [e.g., 5 percent] is for a well-established library with an adequate collection. It would have to be augmented if there is a rapid increase in the student body or in course offerings; it would again need to be increased if the library is responsible for an audio-visual program.[2]

---

[2] _Ibid._, p. 201.

Since 43 percent of the libraries were not "well established" (they lacked a core collection of 20,000 volumes), 43 percent of them would have required well above the 5 percent minimum to meet the standard. Again, since 64 percent of the libraries were responsible for audio-visual services too, they would have needed more than the 5 percent expenditure -- possibly even double that percent if the audio-visual program were extensive and ambitious, as such programs were in some of the newer junior colleges.

In comparison with the California state colleges' library budget average of 7.5 percent, the junior colleges' budget average of 4 percent is not much more than one half as much. While the state colleges spent an average of $85 per student for their libraries in 1963-64, the junior colleges averaged only $22 per student, or one fourth as much. Some spent much less, for the range among the 58 libraries reporting was $9-$74. No junior college was spending as much per student as the average state college, even though most junior college libraries were supporting curriculums equivalent to the state college lower-division program and, in addition, a full spectrum of terminal curriculums in technical and semiprofessional fields.

Strengths and Weaknesses of Junior College Libraries

Junior college libraries in California have serious weaknesses, but they also have strengths that merit recognition. The purpose of this section is to present a balanced view of both the failures and the successes of the junior college library system in California.

Strengths

"We have just occupied a new building which has the most progressive features of modern library planning. The groundwork has been laid for excellent service." A similar optimistic note of moving forward toward a superior library program was sounded by more than one California junior college librarian. Many were proud of the progress they were making. They emphasized that they were working in close collaboration with the faculties and were receiving strong support from their administrators.

Of 74 junior college libraries, the number that met various standards follows:

Standard	Qualifying libraries
All librarians with professional degrees	63
American Library Association minimum periodical subscription list	51
American Library Association minimum of two librarians	51
Hours of service within the California state colleges range	38

Standard	Qualifying libraries
American Library Association minimum annual rate of growth	30
Budget of 5 percent of total college budget	12
American Library Association minimum size of collection	3
Staffing quota comparable to California state college libraries	1
Seating for 25 percent of the student population	0

In spite of this listing of libraries with good qualifications, no single library of uniform excellence can be named. The strengths were distributed throughout the 74 libraries in such a random pattern that no library met or surpassed the available standards in all areas analyzed.

Weaknesses

The negative side of the picture elicited from the librarians such observations as these: "This library is in a steadily deteriorating position, both relatively and absolutely." "The standing of our library vis-a-vis other college libraries in the area is steadily declining, because the local school board has no understanding of colleges." "We are experiencing tremendous increases in circulation and attendance, but our growth in staff, materials, and equipment is not matching them."

This last lament -- that staff and materials were not keeping pace with demand -- was verified by the survey data. Indeed, the two gravest junior college library problems uncovered were inadequate staffing and impoverished book collections. These are the very inadequacies which, if uncorrected, would prejudice the opportunity for intellectual growth of hundreds of thousands of young people within the next decade. These inadequacies are, of course, merely by-products of the essential problem facing the libraries: inadequate financial support. The "weakness equation" which has been spelled out by this survey can be expressed in this form:

1963-64 average expenditure of \$22 per student = 1 staff member per 440 students + 9 books per student

The comparable state college equation was:

1963-64 average expenditure of \$85 per student = 1 staff member per 210 students + 25 books per student

See tables V-18 to V-21 (pages 118-123) for more specific data.

Table V-1

Size of Book Collections in California Junior Colleges Compared with National Standards--1964

College	Average daily attendance	Volumes recommended by national standards	Volumes held	Percent held of recommended number	Volumes above or below standards
American River	3,877	45,000	21,743	48.3	-23,257
Antelope Valley	1,516	25,000	15,000	60.0	-10,000
Bakersfield	4,093	50,000	29,557	59.1	-20,443
Barstow	372	20,000	7,386	36.9	-12,614
Cabrillo	1,659	25,000	11,975	47.9	-13,025
Cerritos	3,950	45,000	26,115	58.0	-18,885
Chabot	2,600	35,000	11,747	33.6	-23,253
Chaffey	2,973	35,000	26,483	75.7	- 8,517
Citrus	2,476	30,000	22,000	73.3	- 8,000
Coalinga	617	20,000	9,150	45.8	-10,850
Compton	2,894	35,000	27,965	79.7	- 7,035
Contra Costa	3,531	45,000	26,600	59.1	-18,400
Desert	791	20,000	8,859	44.3	- 1,141
Diablo Valley	4,043	50,000	29,500	59.0	-20,500
East Los Angeles	4,954	55,000	47,378	86.1	- 7,622
El Camino	7,247	80,000	33,631	42.0	-46,369
Foothill	4,783	55,000	23,834	43.3	-31,166
Fresno City	4,189	50,000	16,902	33.8	-33,098
Fullerton Junior	7,128	80,000	36,239	45.3	-43,761
Gavilan	447	20,000	5,040	25.2	-14,960
Glendale	3,515	45,000	20,000	44.4	-25,000
Grossmont	1,848	25,000	11,152	44.6	-13,848
Hancock (Allan)	1,568	25,000	12,017	48.1	-12,983
Hartnell	1,763	25,000	26,480	105.9	+ 1,480
Imperial Valley	884	20,000	10,243	51.2	- 9,757
Lassen Junior	304	20,000	5,174	25.9	- 4,826
Long Beach Business-Technical	3,724	45,000	14,689	32.6	-30,311
Long Beach City	5,213	60,000	57,000	95.0	- 3,000
Los Angeles City	9,329	100,000	104,594	104.6	+ 4,594
Los Angeles Harbor	2,876	35,000	31,912	91.2	- 3,088
Los Angeles Metropolitan	1,585	25,000	19,185	76.7	- 5,815
Los Angeles Pierce	4,703	55,000	39,546	71.9	-15,454
Los Angeles Trade-Technical	6,609	75,000	29,743	39.7	-45,257
Los Angeles Valley	6,333	70,000	53,682	76.7	-16,318
Marin	2,536	35,000	21,462	61.3	-13,538
Merced	862	20,000	3,168	15.8	-16,832
Modesto Junior	4,005	50,000	45,474	90.9	- 4,526
Monterey Peninsula	2,462	30,000	22,684	75.6	- 7,316
Mt. San Antonio	5,080	60,000	45,812	76.3	-14,188
Mt. San Jacinto	332	20,000	7,766	38.8	-12,234
Napa Junior	1,445	20,000	14,100	70.5	- 5,900
Oakland City--Laney	2,333	30,000	7,190	24.0	-22,810
Oakland City--Merritt	4,616	55,000	24,375	44.3	-30,625
Oceanside-Carlsbad	668	20,000	3,919	19.6	-16,081
Orange Coast	6,362	70,000	22,525	32.2	-47,475
Palomar	1,879	25,000	37,461	149.8	+12,461
Palo Verde	188	20,000	4,000	20.0	-16,000
Pasadena City	10,733	115,000	71,265	62.0	-43,735

Table V-1--Continued

Size of Book Collections in California Junior Colleges Compared with National Standards--1964

College	Average daily attendance	Volumes recommended by national standards	Volumes held	Percent held of recommended number	Volumes above or below standards
Porterville-----------	606	20,000	12,034	60.1	- 7,966
Reedley--------------	1,164	20,000	10,277	51.3	- 9,723
Rio Hondo Junior -----	2,609	35,000	567	1.6	-34,433
Riverside ------------	3,440	40,000	28,000	70.0	-12,000
Sacramento City ------	4,969	55,000	40,280	73.2	-14,720
San Bernardino Valley-	5,461	60,000	32,312	53.9	-27,688
San Diego City--------	6,189	70,000	27,589	39.4	-42,411
San Diego Mesa-------	1,364	20,000	5,745	28.7	-14,255
San Francisco City----	7,666	85,000	40,300	47.4	-44,700
San Joaquin Delta -----	4,120	50,000	22,500	45.0	-27,500
San Jose City---------	3,765	45,000	22,425	49.8	-22,575
San Mateo------------	7,473	80,000	40,000	50.0	-40,000
Santa Ana ------------	3,075	40,000	27,115	67.8	-12,885
Santa Barbara City----	2,251	30,000	15,000	50.0	-15,000
Santa Monica City-----	3,610	45,000	32,956	73.2	-12,044
Santa Rosa Junior-----	3,070	40,000	33,000	82.5	- 7,000
Sequoias -------------	2,587	35,000	23,564	67.3	-11,436
Shasta ---------------	1,901	25,000	18,240	73.0	- 6,760
Sierra ---------------	1,578	25,000	24,940	99.8	- 60
Siskiyous ------------	484	20,000	7,900	39.5	-12,100
Southwestern ---------	1,556	25,000	12,064	48.3	-12,936
Taft -----------------	527	20,000	9,515	47.6	-10,485
Vallejo Junior --------	1,790	25,000	9,496	38.0	-15,504
Ventura--------------	3,200	40,000	25,647	64.1	-14,453
Victor Valley---------	486	20,000	6,979	34.9	-13,021
Yuba ----------------	2,028	30,000	15,084	50.3	-14,916
All colleges---------	234,864	3,015,000	1,747,251	57.9	-1,247,849

Table V-2

Duplicate Titles in Junior College Libraries--1964

College	Number of volumes reported	Number of titles reported	Number of duplicate titles	Percent of duplicate titles
American River	21,743	20,000	1,743	8.8
Antelope Valley	15,000	14,000	1,000	6.6
Bakersfield	29,557	----	----	----
Barstow	7,386	7,159	227	3.1
Cabrillo	11,975	11,377	598	5.0
Cerritos	26,115	25,000	1,115	4.3
Chabot	11,747	10,575	1,172	9.9
Chaffey	26,483	19,863	6,620	24.9
Citrus	22,000	20,000	2,000	9.1
Coalinga	9,150	9,150	----	----
Compton	27,965	25,169	2,796	9.9
Contra Costa	26,600	----	----	----
Desert	8,859	7,979	880	9.9
Diablo Valley	29,500	26,500	3,000	10.2
East Los Angeles	47,378	----	----	----
El Camino	33,631	32,000	1,631	4.8
Foothill	23,834	23,100	734	3.1
Fresno City	16,902	14,440	2,462	14.6
Fullerton Junior	36,239	----	----	----
Gavilan	5,040	4,820	220	4.4
Glendale	20,000	17,000	3,000	15.0
Grossmont	11,152	10,095	1,057	9.5
Hancock (Allan)	12,017	11,050	67	0.1
Hartnell	26,480	25,156	1,324	5.0
Imperial Valley	10,243	----	----	----
Lassen Junior	5,174	5,174	----	----
Long Beach Business-Technical	14,689	13,000	1,689	11.5
Long Beach City	57,000	57,000	----	----
Los Angeles City	104,595	75,000	29,595	28.2
Los Angeles Harbor	31,912	31,300	612	1.9
Los Angeles Metropolitan	19,185	----	----	----
Los Angeles Pierce	39,546	----	----	----
Los Angeles Trade-Technical	29,743	----	----	----
Los Angeles Valley	53,682	45,000	8,682	16.2
Marin	21,462	21,000	462	2.2
Merced	3,168	3,006	162	5.1
Modesto Junior	45,474	41,803	3,671	8.1
Monterey Peninsula	22,684	22,000	684	3.0
Mt. San Antonio	45,812	24,000	1,812	3.9
Mt. San Jacinto	7,766	7,725	41	0.1
Napa Junior	14,100	12,620	1,480	11.7
Oakland City--Laney	7,190	5,000	2,190	30.5
Oakland City--Merritt	24,375	22,000	2,375	9.7
Oceanside-Carlsbad	3,919	3,800	119	3.1
Orange Coast	22,525	21,849	676	3.0
Palomar	37,461	27,000	10,461	27.9
Palo Verde	4,000	----	----	----

Table V-2--Continued

Duplicate Titles in Junior College Libraries--1964

College	Number of volumes reported	Number of titles reported	Number of duplicate titles	Percent of duplicate titles
Pasadena City	71,265	64,139	7,126	9.9
Porterville	12,034	9,500	2,534	21.0
Reedley	10,277	8,706	1,571	18.0
Riverside City	28,000	24,000	4,000	14.3
Sacramento City	40,280	39,880	400	0.1
San Bernardino Valley	32,312	26,000	6,312	19.5
San Diego City	27,589	23,000	4,589	16.6
San Diego Mesa	5,745	----	----	----
San Francisco City	40,300	----	----	----
San Joaquin Delta	22,500	----	----	----
San Jose City	22,425	22,425	----	----
San Mateo	40,000	35,000	5,000	12.5
Santa Ana	27,115	25,500	1,615	5.9
Santa Barbara City	15,000	14,500	500	3.3
Santa Monica City	32,956	31,000	1,956	5.9
Santa Rosa Junior	33,000	----	----	----
Sequoias	23,564	22,000	1,564	7.1
Shasta	18,240	17,678	562	3.0
Sierra	24,940	24,940	----	----
Siskiyous	7,900	7,900	----	----
Southwestern	12,064	----	----	----
Taft	9,515	9,010	505	5.3
Vallejo Junior	9,496	6,500	2,996	31.6
Ventura	25,647	21,840	3,797	14.8
Victor Valley	6,979	6,373	606	8.7
Yuba	15,084	----	----	----

Table V-3

Junior College Libraries -- Number of Years Established Related to Number of Volumes as of Spring, 1964

Years library has been established	Number of colleges	Lowest number reported	Median	Mean	Highest number reported
50 or more--	4	16,902	28,573	27,572	36,239
40-49-------	15	5,040	26,483	27,956	71,265
30-39 ------	16	3,919	20,732	26,009	104,595
20-29 ------	5	14,100	22,500	23,306	40,300
15-19 ------	13	4,000	31,912	30,221	53,682
10-14 ------	6	7,190	21,780	20,848	29,500
5-9---------	5	7,900	21,743	18,313	26,115
3-4---------	5	6,979	11,152	9,866	12,064
1-2---------	5	567	5,745	5,221	8,857

Table V-4

Size of Book Collections in Three Levels of Public School Libraries--1964

Level of school	Number of schools	Size of book collection							
		20,000 or more		15,000 or more		12,000 or more		10,000 or more	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Junior high---	360	0	0.0	2	0.6	4	1.1	35	9.7
Senior high---	643	9	1.4	34	5.3	88	13.7	155	24.1
Junior college	74	42	56.8	48	64.9	53	71.6	58	78.4

Table V-5

Volumes per Student in California Junior College Libraries

Volumes per student*	Libraries with volumes indicated	
	Number	Percent
21 or more---------	2	2.7
20-16--------------	6	8.1
15-11--------------	11	14.9
10-6---------------	33	44.6
5-3----------------	21	28.4
2 or less-----------	1	1.4

*Highest figure reported was 23.4 books per student, lowest was 0.2; median was 8.5, and mean was 9.1.

Table V-6

Number of Volumes in Junior College Libraries Related to Average Daily Attendance--1964

College	Number of volumes reported	Rank in number of volumes	Average daily attendance	Rank in a. d. a.	Volumes per student
American River--------	21,743	40	3,877	25	5.6
Antelope Valley--------	15,000	47	1,516	57	9.9
Bakersfield------------	29,557	20	4,093	21	7.2
Barstow----------------	7,386	65	372	71	19.9
Cabrillo---------------	11,975	54	1,659	52	7.2
Cerritos --------------	26,115	29	3,950	24	6.6
Chabot----------------	11,747	55	2,600	39	4.5
Chaffey ---------------	26,483	27	2,973	35	8.9
Citrus ----------------	22,000	39	2,476	42	8.9
Coalinga --------------	9,150	61	617	65	14.8
Compton --------------	27,965	23	2,894	36	9.7
Contra Costa ----------	26,600	26	3,531	29	7.5
Desert-----------------	8,859	62	791	63	11.2
Diablo Valley----------	29,500	21	4,043	22	7.3
East Los Angeles ------	47,378	5	4,954	15	9.6
El Camino-------------	33,631	14	7,247	5	4.6
Foothill---------------	23,834	33	4,783	16	5.0
Fresno City -----------	16,902	45	4,189	19	4.0
Fullerton Junior -------	36,239	13	7,128	6	5.1
Gavilan ---------------	5,040	70	447	70	11.3
Glendale --------------	20,000	42	3,515	30	5.7
Grossmont ------------	11,152	56	1,848	49	6.0
Hancock (Allan)--------	12,017	53	1,568	55	7.7
Hartnell---------------	26,480	28	1,763	51	15.0
Imperial Valley--------	10,243	58	884	61	11.6
Lassen Junior ---------	5,174	69	304	73	17.0
Long Beach Business-Technical-----------	14,689	49	3,724	27	3.9
Long Beach City -------	57,000	3	5,213	12	10.9
Los Angeles City-------	104,594	1	9,329	2	11.2
Los Angeles Harbor----	31,912	18	2,876	37	11.1
Los Angeles Metropolitan---------------	19,185	43	1,585	53	12.1
Los Angeles Pierce	39,546	11	4,703	17	8.4
Los Angeles Trade-Technical-----------	29,743	19	6,609	10	4.5
Los Angeles Valley-----	53,682	4	6,333	8	8.5
Marin------------------	21,462	41	2,536	41	8.5
Merced ---------------	3,168	73	862	62	3.7
Modesto Junior --------	45,474	7	4,005	23	11.4
Monterey Peninsula ----	22,684	35	2,462	43	9.2
Mt. San Antonio--------	45,812	6	5,080	13	9.0
Mt. San Jacinto--------	7,766	64	332	72	23.4
Napa Junior -----------	14,100	50	1,445	58	9.8
Oakland City--Laney ---	7,190	66	2,333	44	9.8
Oakland City--Merritt--	24,375	32	4,616	18	3.1
Oceanside-Carlsbad----	3,919	72	668	64	5.3
Orange Coast----------	22,525	36	6,362	7	5.9
Palomar --------------	37,461	12	1,879	48	3.5
Palo Verde------------	4,000	71	188	74	19.9

Table V-6--Continued

Number of Volumes in Junior College Libraries Related to Average Daily Attendance--1964

College	Number of volumes reported	Rank in number of volumes	Average daily attendance	Rank in a. d. a.	Volumes per student
Pasadena City----------	71,265	2	10,733	1	6.6
Porterville ------------	12,034	52	606	66	19.9
Reedley ---------------	10,277	57	1,164	60	8.8
Rio Hondo Junior -------	567	74	2,609	38	0.2
Riverside City ---------	28,000	22	3,440	31	8.1
Sacramento City--------	40,280	9	4,969	14	8.1
San Bernardino Valley --	32,312	17	5,461	11	5.9
San Diego City ---------	27,589	24	6,189	9	4.5
San Diego Mesa --------	5,745	68	1,364	59	4.2
San Francisco City -----	40,300	8	7,666	3	5.3
San Joaquin Delta-------	22,500	37	4,120	20	5.5
San Jose City ----------	22,425	38	3,765	26	6.0
San Mateo -------------	40,000	10	7,473	4	5.4
Santa Ana--------------	27,115	25	3,075	33	8.8
Santa Barbara City -----	15,000	48	2,251	45	6.7
Santa Monica City ------	32,956	16	3,610	28	9.1
Santa Rosa Junior ------	33,000	15	3,070	34	10.7
Sequoias---------------	23,564	34	2,587	40	9.1
Shasta-----------------	18,240	44	1,901	47	9.6
Sierra-----------------	24,940	31	1,578	54	15.8
Siskiyous --------------	7,900	63	484	69	16.3
Southwestern-----------	12,064	51	1,556	56	7.8
Taft-------------------	9,515	59	527	67	18.1
Vallejo Junior----------	9,496	60	1,790	50	5.3
Ventura ---------------	25,647	30	3,200	32	8.0
Victor Valley ----------	6,979	67	486	68	14.4
Yuba ------------------	15,084	46	2,028	46	7.4
Mean ----------------	23,612	----	3,174	----	9.1
Median---------------	22,500	----	2,743	----	8.5

Table V-7

Rank of States by Volumes per Student in College and University Libraries -- 1961-62*

Rank	State	Volumes per student
1	Connecticut	125.3
2	Massachusetts	103.4
3	New Hampshire	99.9
4	Maine	90.2
5	Rhode Island	77.6
6	North Carolina	72.1
7	Vermont	66.6
8	Virginia	66.3
9	Illinois	61.1
10	Kansas	60.4
11	Utah	59.5
12	Iowa	58.4
13	Georgia	58.0
14	Oregon	57.8
15	Kentucky	56.9
16	South Carolina	56.7
17	Pennsylvania	55.6
18	Missouri	55.5
19	Tennessee	53.1
20	Louisiana	52.8
21	Delaware	52.7
22	New Jersey	52.6
23	Indiana	51.7
24	Nebraska	51.6
25	South Dakota	50.0
26	Minnesota	49.6
27	Ohio	49.6
28	North Dakota	49.4
29	Montana	49.2
30	Maryland	48.6
31	Wyoming	48.5
32	Colorado	48.2
33	New York	47.9
34	Oklahoma	46.1
35	Alabama	45.9
36	Nevada	45.1
37	Texas	44.6
38	Washington	44.4
39	Wisconsin	44.0
40	Michigan	43.4
41	Arkansas	42.6
42	New Mexico	42.2
43	Hawaii	39.3
44	West Virginia	39.2
45	Idaho	39.1
46	Florida	38.8
47	Mississippi	38.2
48	California	37.7
49	Alaska	27.1
50	Arizona	25.6

* Derived from U.S. Office of Education data.

Table V-8

Volumes Added per Student in California Junior Colleges--1963-64

College	Number of volumes added	Rank in number of volumes added	Volumes added per student*
American River	4,200	13	1.1
Antelope Valley	1,000	66	0.7
Bakersfield	2,109	47	0.5
Barstow	1,400	60	3.8
Cabrillo	4,400	12	2.7
Cerritos	5,000	8	1.3
Chabot	3,500	25	1.3
Chaffey	3,575	24	1.2
Citrus	4,700	10	1.9
Coalinga	1,400	60	2.3
Compton	2,178	45	0.8
Contra Costa	2,291	41	0.6
Desert	3,800	19	4.8
Diablo Valley	3,750	21	0.9
East Los Angeles	4,775	9	0.9
El Camino	2,534	34	0.3
Foothill	5,500	7	1.1
Fresno City	2,000	49	0.5
Fullerton Junior	5,800	5	0.8
Gavilan	1,000	66	2.2
Glendale	1,800	52	0.5
Grossmont	3,900	18	2.1
Hancock (Allan)	1,500	57	0.9
Hartnell	2,409	38	1.4
Imperial Valley	2,000	49	2.3
Lassen Junior	143	74	0.5
Long Beach Business-Technical	1,304	62	0.4
Long Beach City	2,200	43	0.4
Los Angeles City	7,418	3	0.8
Los Angeles Harbor	3,000	30	1.0
Los Angeles Metropolitan	2,444	37	1.5
Los Angeles Pierce	4,500	11	0.9
Los Angeles Trade-Technical	1,137	64	0.2
Los Angeles Valley	9,000	1	1.4
Marin	2,850	31	1.1
Merced	3,168	28	3.7
Modesto Junior	1,598	55	0.4
Monterey Peninsula	3,032	29	1.2
Mt. San Antonio	3,778	20	0.7
Mt. San Jacinto	7,766	2	23.4
Napa Junior	1,151	63	0.8
Oakland City--Laney	1,000	66	0.4
Oakland City--Merritt	4,000	17	0.9
Oceanside-Carlsbad	214	73	0.3
Orange Coast	4,122	14	0.6
Palomar	7,080	4	3.8
Palo Verde	500	71	2.7

Table V-8--Continued

Volumes Added per Student in California Junior Colleges--1963-64

College	Number of volumes added	Rank in number of volumes added	Volumes added per student *
Pasadena City---------	4,100	15	0.4
Porterville -----------	1,559	56	2.6
Reedley --------------	1,135	65	0.9
Rio Hondo Junior ------	567	70	0.2
Riverside City --------	3,600	23	1.0
Sacramento City ------	2,170	46	0.4
San Bernardino Valley -	3,358	27	0.6
San Diego City --------	2,800	32	0.5
San Diego Mesa -------	5,745	6	4.2
San Francisco City ----	1,600	54	0.2
San Joaquin Delta------	2,000	49	0.5
San Jose City ---------	2,200	43	0.6
San Mateo ------------	3,500	25	0.5
Santa Ana-------------	2,400	39	0.8
Santa Barbara City ----	4,006	16	1.8
Santa Monica City -----	2,500	35	0.7
Santa Rosa Junior -----	2,243	42	0.7
Sequoias--------------	2,500	35	0.9
Shasta----------------	1,413	59	0.7
Sierra----------------	1,630	53	1.0
Siskiyous -------------	1,500	57	3.1
Southwestern----------	3,672	22	2.4
Taft------------------	1,000	66	1.9
Vallejo ---------------	431	72	0.2
Ventura --------------	2,092	48	0.7
Victor Valley ---------	2,313	40	4.8
Yuba -----------------	2,625	33	1.3
Total ---------------	212,585	----	----

*Median and mean were 0.9.

Table V-9

Periodicals in Junior College Libraries

College	Number of periodical subscriptions	Periodicals regularly bound	Periodicals on microfilm	Years unbound periodicals are kept
American River	312	19	0	10-15 years
Antelope Valley	149	10	0	5 years
Bakersfield	287	106	6	Indefinitely
Barstow	154	25	0	15 years or more
Cabrillo	225	6	3	Indefinitely
Cerritos	309	18	0	Indefinitely
Chabot	269	0	2	5 years
Chaffey	412	64	35	5 years
Citrus	350	170	15	30 years
Coalinga	175	9	0	Indefinitely
Compton	---	8	36	Indefinitely
Contra Costa	300	21	4	10 years
Desert	206	20	95	Varies
Diablo Valley	348	51	3	3 years
East Los Angeles	465	9	23	2 years
El Camino	288	42	0	As space permits
Foothill	314	170	0	- -
Fresno City	299	56	0	5 years
Fullerton Junior	529	30	-	Varies
Gavilan	100	30	0	5 years
Glendale	245	2	79	Until microfilmed
Grossmont	318	2	47	Indefinitely
Hancock (Allan)	314	0	0	Indefinitely
Hartnell	249	102	0	Indefinitely
Imperial Valley	168	20	0	10 years
Lassen Junior	30	2	0	5 years
Long Beach Business-Technical	128	0	0	5 years or more
Long Beach City	282	100	0	- -
Los Angeles City	775	59	0	Indefinitely
Los Angeles Harbor	402	81	0	3 years
Los Angeles Metropolitan	220	45	0	5 years
Los Angeles Pierce	503	4	57	5-7 years
Los Angeles Trade-Technical	500	1	0	2-4 years
Los Angeles Valley	573	6	109	5 years
Marin	284	13	0	Indefinitely
Merced	116	0	0	Indefinitely
Modesto Junior	578	22	0	Indefinitely
Monterey Peninsula	236	35	15	5 years
Mt. San Antonio	655	0	125	Varies
Mt. San Jacinto	135	0	0	Indefinitely
Napa	160	38	0	Indefinitely
Oakland City -- Laney	60	0	0	3 years
Oakland City -- Merritt	467	160	35	Indefinitely
Oceanside-Carlsbad	76	0	0	5 years
Orange Coast	215	3	0	5 years
Palomar	463	0	1	Indefinitely
Palo Verde	90	75	0	5 years

Table V-9 -- Continued

Periodicals in Junior College Libraries

College	Number of periodical subscriptions	Periodicals regularly bound	Periodicals on microfilm	Years unbound periodicals are kept
Pasadena City	500	0	0	Indefinitely
Porterville	87	60	0	5 years
Reedley	175	4	1	Indefinitely
Rio Hondo	95	---	0	- -
Riverside City	371	4	188	Until microfilmed
Sacramento City	160	32	0	- -
San Bernardino Valley	320	100	29	Indefinitely
San Diego City	293	250	0	3-5 years
San Diego Mesa	180	---	0	- -
San Francisco City	475	130	0	Varies
San Joaquin Delta	261	83	0	Indefinitely
San Jose City	432	101	26	5 years
San Mateo	518	33	37	Varies
Santa Ana	181	41	--	Indefinitely
Santa Barbara City	325	45	0	Indefinitely
Santa Monica City	300	88	0	Indefinitely
Santa Rosa Junior	234	149	0	Varies
Sequoias	277	74	0	5 years
Shasta	160	26	9	5 years
Sierra	419	209	0	Varies
Siskiyous	55	0	0	5 years
Southwestern	415	10	0	- -
Taft	147	164	0	1-5 years
Vallejo Junior	206	32	0	Indefinitely
Ventura	284	84	-	20 years
Victor Valley	163	0	0	5 years
Yuba	344	130	33	Indefinitely
Total	21,110	3,555	1,013	- - - -
Average	289	49	14	- - - -

Table V-10

Service Hours of Junior College Libraries

Opening time		Closing time*		Dinner time		Total time open		
Hour	Number of libraries	Hour	Number of libraries	Number of hours	Number of libraries	Number of hours	Number of libraries	Per-cent
7:30 a.m.	19	4:00 p.m.	1	1/2	1	71-75	4	5.5
7:45 a.m.	19	5:00 p.m.	1	1	3	66-70	10	13.7
7:50 a.m.	2	8:00 p.m.	1	1-1/2	8	61-65	22	31.5
7:55 a.m.	1	8:30 p.m.	1	2	9	56-60	13	17.8
8:00 a.m.	25	9:00 p.m.	17	2-1/4	1	51-55	12	16.4
8:30 a.m.	1	9:15 p.m.	3	2-1/2	5	46-50	6	8.2
9:00 a.m.	1	9:30 p.m.	20	3	1	41-45	1	1.4
9:30 a.m.	1	9:45 p.m.	3			36-40	3	4.1
1:00 p.m.	2	10:00 p.m.	25			30-35	1	1.4
2:30 p.m.	1							

*Monday through Thursday; only four libraries were open on Friday nights.

Table V-11

Students per Librarian and per Staff Member in Junior Colleges

College	Average daily attendance	FTE* librarians	Students per librarian	FTE* Staff	Students per staff member
American River	3, 877	3.0	1, 292	7.3	531
Antelope Valley	1, 516	2.0	758	3.4	445
Bakersfield	4, 093	3.0	1, 364	9.0	455
Barstow	372	1.0	372	2.3	162
Cabrillo	1, 659	2.0	829	5.9	281
Cerritos	3, 950	2.0	1, 975	8.3	476
Cabot	2, 600	2.0	1, 300	4.3	604
Chaffey	2, 973	2.0	1, 486	7.5	396
Citrus	2, 476	3.0	825	8.8	281
Coalinga	617	1.0	617	2.9	213
Compton	2, 894	2.5	1, 157	8.0	362
Contra Costa	3, 531	3.0	1, 177	7.2	490
Diablo Valley	4, 043	3.0	1, 347	10.3	392
Desert	791	2.0	395	4.6	171
East Los Angeles	4, 954	3.0	1, 651	10.3	480
El Camino	7, 247	4.0	1, 812	13.6	533
Foothill	4, 783	5.5	869	13.1	365
Fresno City	4, 189	3.0	1, 369	9.2	455
Fullerton Junior	7, 128	5.0	1, 425	15.5	460
Gavilan	447	1.0	447	1.4	319
Glendale	3, 515	2.0	1, 757	5.5	639
Grossmont	1, 848	1.8	1, 026	3.5	528
Hancock (Allan)	1, 568	2.0	784	5.1	307
Hartnell	1, 763	2.0	881	6.8	259
Imperial Valley	884	1.5	589	3.0	294
Lassen Junior	304	0.2	304	1.4	217
Long Beach Business-Technical	3, 724	2.0	1, 862	3.5	1, 064
Long Beach City	5, 213	4.0	1, 303	11.3	470
Los Angeles City	9, 329	6.0	1, 554	20.5	455
Los Angeles Harbor	2, 876	2.3	1, 250	7.0	411
Los Angeles Metropolitan	1, 585	1.3	1, 219	3.1	511
Los Angeles Pierce	4, 703	3.0	1, 567	8.6	547
Los Angeles Trade-Technical	6, 609	3.0	2, 203	7.2	918
Los Angeles Valley	6, 333	5.0	1, 266	14.7	430
Marin	2, 536	2.0	1, 268	7.7	329
Merced	862	1.0	862	2.2	392
Modesto Junior	4, 005	4.0	1, 001	14.8	271
Monterey Peninsula	2, 462	2.0	1, 231	5.5	448
Mt. San Antonio	5, 080	7.5	677	21.0	242
Mt. San Jacinto	332	0.0	-	3.4	97
Napa	1, 445	1.5	963	3.0	482
Oakland City -- Laney	2, 333	2.0	1, 166	4.8	486
Oakland City -- Merritt	4, 616	4.0	1, 154	16.1	287
Oceanside-Carlsbad	668	1.0	668	2.9	230
Orange Coast	6, 362	3.0	2, 120	10.0	636
Palomar	1, 879	1.0	1, 879	7.6	247
Palo Verde	188	0.5	188	1.5	125
Pasadena City	10, 733	7.0	1, 533	17.0	631
Porterville	606	1.0	606	2.1	289

Table V-11 -- Continued

Students per Librarian and per Staff Member in Junior Colleges

College	Average daily attendance	FTE* librarians	Students per librarian	FTE* Staff	Students per staff member
Reedley	1,164	1.0	1,164	3.0	247
Rio Hondo	2,609	1.0	2,609	1.5	1,739
Riverside City	3,440	3.7	929	11.4	302
Sacramento City	4,969	3.0	1,656	6.5	764
San Bernardino Valley	5,461	3.0	1,820	8.0	683
San Diego City	6,189	3.0	2,063	8.3	746
San Diego Mesa	1,364	5.0	272	10.8	126
San Francisco City	7,666	5.0	1,533	9.5	806
San Joaquin Delta	4,120	3.0	1,373	8.3	496
San Jose City	3,765	4.0	941	8.5	433
San Mateo	7,473	5.0	1,494	13.8	542
Santa Ana	3,075	2.5	1,230	6.8	452
Santa Barbara City	2,251	2.0	1,125	4.0	563
Santa Monica City	3,610	4.0	902	8.2	489
Santa Rosa Junior	3,070	3.0	1,023	13.0	236
Sequoias	2,587	1.0	2,587	5.3	488
Shasta	1,901	1.0	1,901	4.0	475
Sierra	1,578	2.0	789	4.6	343
Siskiyous	484	1.0	484	1.6	303
Southwestern	1,556	1.0	1,556	3.8	431
Taft	527	1.0	527	2.5	211
Vallejo Junior	1,790	1.0	1,790	2.0	895
Ventura	3,200	3.0	1,600	7.5	427
Victor Valley	486	1.0	486	2.3	211
Yuba	2,028	2.0	1,014	4.9	414

*Full-time equivalent

Table V-12

Personnel by Level of Position in California Junior Colleges

College	Professional positions		Nonprofessional positions		Student positions *		Total FTE staff
	Number	Percent	Number	Percent	Number	Percent	
American River ---	3.0	41.1	4.0	54.8	0.3	4.1	7.3
Antelope Valley ---	2.0	58.8	1.0	29.4	0.4	11.8	3.4
Bakersfield -------	3.0	33.3	3.5	38.9	2.5	27.8	9.0
Barstow ----------	1.0	43.5	1.0	43.5	0.3	13.0	2.3
Cabrillo ----------	2.0	33.9	3.5	59.3	0.4	6.8	5.9
Cerritos----------	3.0	24.1	3.5	42.2	2.8	33.7	8.3
Chabot ----------	2.0	46.5	2.0	46.5	0.3	7.0	4.3
Chaffey----------	2.0	26.7	4.0	53.3	1.5	20.0	7.5
Citrus-----------	3.0	34.1	4.3	48.9	1.5	17.0	8.8
Coalinga---------	1.0	34.5	1.5	51.7	0.4	13.8	2.9
Compton---------	2.5	31.3	3.0	37.4	2.5	31.3	8.0
Contra Costa------	3.0	41.6	2.0	27.8	2.2	30.6	7.2
Desert-----------	2.0	43.5	1.0	21.7	1.6	34.8	4.6
Diablo Valley -----	3.0	29.1	3.5	34.0	3.8	36.9	10.3
East Los Angeles--	3.0	29.1	6.0	58.3	1.3	12.6	10.3
El Camino --------	4.0	29.3	9.5	69.8	0.1	0.9	13.6
Foothill----------	5.5	42.0	4.3	32.8	3.3	25.2	13.1
Fresno City-------	3.0	32.6	4.0	43.5	2.2	23.9	9.2
Fullerton Junior---	5.0	32.3	6.9	44.5	3.6	23.2	15.5
Gavilan----------	1.0	71.5	0.3	21.4	0.1	7.1	1.4
Glendale---------	2.0	36.4	2.5	45.4	1.0	18.2	5.5
Grossmont--------	1.8	51.4	1.5	42.9	0.2	5.7	3.5
Hancock (Allan) ---	2.0	39.2	3.0	58.8	0.1	2.0	5.1
Hartnell ---------	2.0	29.4	3.5	51.5	1.3	19.1	6.8
Imperial Valley ---	1.5	50.0	1.0	33.3	0.5	16.7	3.0
Lassen Junior-----	0.2	14.3	1.0	71.4	0.2	14.3	1.4
Long Beach Business-Technical --	2.0	57.1	1.5	42.9	0.0	0.0	3.5
Long Beach City---	4.0	35.4	3.5	31.0	3.8	33.6	11.3
Los Angeles City --	6.0	29.3	7.0	34.1	7.5	36.6	20.5
Los Angeles Harbor	2.3	32.9	2.0	28.6	2.7	38.5	7.0
Los Angeles Metropolitan ---------	1.3	41.9	1.0	32.3	0.8	25.8	3.1
Los Angeles Pierce	3.0	34.9	4.0	46.5	1.6	18.6	8.6
Los Angeles Trade-Technical -------	3.0	41.7	1.0	13.9	3.2	44.4	7.2
Los Angeles Valley	5.0	34.0	6.0	40.8	3.7	25.2	14.7
Marin -----------	2.0	26.0	4.8	62.3	0.9	11.7	7.7
Merced----------	1.0	45.5	1.0	45.5	0.2	9.0	2.2
Modesto Junior----	4.0	27.0	8.0	54.1	2.8	18.9	14.8
Monterey Peninsula	2.0	36.4	2.5	45.4	1.0	18.2	5.5
Mt. San Antonio ---	7.5	35.7	12.5	59.5	1.0	4.8	21.0
Mt. San Jacinto ---	0.0	0.0	2.0	58.8	1.4	41.2	3.4
Napa ------------	1.5	50.0	1.2	40.0	0.3	10.0	3.0
Oakland City -- Laney----------	2.0	41.7	2.0	41.7	0.8	16.6	4.8
Oakland City -- Merritt --------	4.0	24.8	6.5	40.4	5.6	34.8	16.1
Oceanside-Carlsbad	1.0	34.5	1.0	34.5	0.9	31.0	2.9
Orange Coast -----	3.0	30.0	3.4	34.0	3.6	36.0	10.0

Table V-12 -- Continued

Personnel by Level of Position in California Junior Colleges

College	Professional positions		Nonprofessional positions		Student positions*		Total FTE staff
	Number	Percent	Number	Percent	Number	Percent	
Palomar	1.0	13.2	5.3	69.7	1.3	17.1	7.6
Palo Verde	0.5	33.3	1.0	66.7	0.0	0.0	1.5
Pasadena City	7.0	41.2	4.5	26.5	5.5	32.3	17.0
Porterville	1.0	47.6	1.0	47.6	0.1	4.8	2.1
Reedley	1.0	33.3	2.0	66.7	0.0	0.0	3.0
Rio Hondo	1.0	66.7	0.5	33.3	0.0	0.0	1.5
Riverside City	3.7	32.5	5.0	43.9	2.7	23.7	11.4
Sacramento City	3.0	46.2	2.0	30.8	1.5	23.1	6.5
San Bernardino Valley	3.0	37.5	5.0	62.5	0.0	0.0	8.0
San Diego City	3.0	36.1	4.0	48.2	1.3	15.7	8.3
San Diego Mesa	5.0	46.3	5.8	53.7	0.0	0.0	10.8
San Francisco City	5.0	52.6	0.4	4.2	4.1	43.2	9.5
San Joaquin Delta	3.0	36.2	2.7	32.5	2.6	31.3	8.3
San Jose City	4.0	47.1	3.0	35.3	1.5	17.6	8.5
San Mateo	5.0	36.2	5.0	36.2	3.8	27.6	13.8
Santa Ana	2.5	36.8	2.0	29.4	2.3	33.8	6.8
Santa Barbara City	2.0	50.0	2.0	50.0	0.0	0.0	4.0
Santa Monica City	4.0	48.8	4.0	48.8	0.2	2.4	8.2
Santa Rosa Junior	3.0	23.1	2.0	15.4	8.0	61.5	13.0
Sequoias	1.0	18.9	2.3	43.4	2.0	37.7	5.3
Shasta	1.0	25.0	3.0	75.0	0.0	0.0	4.0
Sierra	2.0	43.5	2.0	43.5	0.6	13.0	4.6
Siskiyous	1.0	62.5	0.0	0.0	0.6	37.5	1.6
Southwestern	1.0	26.3	2.0	52.6	0.8	21.1	3.8
Taft	1.0	40.0	1.0	40.0	0.5	20.0	2.5
Vallejo	1.0	50.0	1.0	50.0	0.0	0.0	2.0
Ventura	2.0	26.7	3.0	40.0	2.5	33.3	7.5
Victor Valley	1.0	43.5	0.5	21.7	0.8	34.8	2.3
Yuba	2.0	40.8	2.8	57.2	0.1	2.0	4.9
Average	2.5	34.7	3.1	43.1	1.6	22.2	7.2

* Each 40 hours of student assistance is counted as one full-time equivalent student position.

Table V-13

Credentials Held by Junior College Librarians -- 1964

Type of credential*	Head librarians		Other staff librarians		All librarians	
	Number	Percent	Number	Percent	Number	Percent
Librarianship-------	56	77.8	90	74.4	146†	75.6
Junior college ------	14	19.4	19	15.7	33†	17.1
General secondary --	36	50.0	48	39.7	84†	43.5
Administrative------	3	4.2	0	0.0	3	1.6
Supervisory --------	1	1.4	0	0.0	1	0.5
General Elementary -	3	4.2	7	5.8	10	5.2
Other --------------	4	5.6	4	3.3	8	4.1

*Under the "old" credential structure, junior college librarians must possess either the librarianship credential, or the junior college credential, or the general secondary credential, depending upon local requirements. Possession of a new standard credential was not reported by any librarian.

†Includes life credentials, as follows: librarianship, 21; junior college, 3; and general secondary, 27.

Table V-14

Professional Organizations to Which Junior College Librarians Belonged--1963-64

Organization	Head librarians		Other staff librarians		All librarians	
	Number	Percent	Number	Percent	Number	Percent
Library and audio-visual organizations						
California Library Association (CLA)--------	46	63.9	45	37.2	91	47.2
American Library Association (ALA)--------	37	51.4	28	21.1	65	33.7
California Association of School Librarians (CASL) ------------	19	26.4	30	24.8	49	25.4
Audio-Visual Education Association of California (AVEAC)------	4	5.6	1	0.8	5	2.6
Special Library Association (SLA) --------	1	1.4	2	1.7	3	1.6
Division of Audio-Visual Instruction (DAVI) ---	2	2.8	0	0.0	2	1.0
Teacher Organizations						
California Teachers Association (CTA) ---	48	66.7	81	66.9	129	66.8
National Education Association (NEA)--------	18	25.0	38	31.4	56	29.0
Junior College Associations --------	15	20.8	20	16.5	35	18.1
American Federation of Teachers (AFT) -----	2	2.8	4	3.3	6	3.1

Table V-15

Square Feet Assigned to Library Purposes in California Junior Colleges--1964

Rank	College	Square feet *,†	Date building was constructed	A.d.a.
1	Mt. San Antonio	83,960	1963	5,080
2	El Camino	46,732	1953	7,247
3	San Mateo	39,960	1963	7,473
4	Foothill	37,706	1961	4,783
5	Modesto Junior	36,237	1934, 61	4,005
6	Contra Costa	32,750	1963	3,531
7	Fresno City	28,877	1934	4,189
8	Cabrillo	27,402	1962	1,659
9	Cerritos	27,233	1961	3,950
10	San Bernardino Valley	26,520	1962	5,461
11	Long Beach City	25,570	1958	5,213
12	Chaffey	23,762	1960	2,973
13	Pasadena City	23,000	1948	10,733
14	San Francisco City	22,160	1954	7,666
15	Los Angeles Valley	21,845	1959	6,333
16	Bakersfield	21,582	1956	4,093
17	Fullerton Junior	20,400	1957	7,128
18	Sequoias	20,144	1958	2,587
19	Los Angeles Pierce	20,000	1961	4,703
20	San Diego Mesa	19,776	1964	1,364
21	Santa Monica City	19,500	1951	3,610
22	Hartnell	19,400	1959	1,763
23	Santa Ana	18,200	1958	3,075
24	Antelope Valley	17,402	1960	1,516
25	Yuba	17,132	1962	2,028
26	Compton	16,950	1953	2,894
27	Los Angeles Harbor	16,694	1950	2,876
28	East Los Angeles	15,914	1958	4,954
29	Monterey Peninsula	15,606	1960	2,462
30	American River	14,724	1958	3,877
31	San Joaquin Delta	14,391	1953	4,120
32	Orange Coast	13,179	1951	6,362
33	Sacramento City	13,060	1937	4,969
34	Ventura	12,247	1955	3,200
35	Lassen Junior	12,110	1942	304
36	San Jose City	11,250	1956	3,765
37	Los Angeles Metropolitan	9,630	1928	1,585
38	Marin	9,549	1939, 58	2,536
39	Palomar	8,944	1956	1,879
40	San Diego City	8,472	1956	6,189
41	Diablo Valley	8,468	1956	4,043
42	Barstow	8,366	1964	372
43	Porterville	8,000	1960	606
44	Sierra	6,912	1961	1,578
45	Reedley	6,652	1956	1,164
46	Riverside City	5,677	1924	3,440
47	Napa Junior	5,538	1949	1,445
48	Grossmont	5,300	1964	1,848
49	Desert	5,180	1962	791
50	Shasta	5,052	1950	1,901
51	Los Angeles Trade-Technical	4,733	1926	6,609
52	Glendale	4,654	1937	3,515

Table V-15 -- Continued

Square Feet Assigned to Library Purposes in California Junior Colleges--1964

Rank	College	Square feet *, †	Date building was constructed	A.d.a.
53	Citrus	4,445	1949	2,476
54	Oakland City -- Merritt	4,074	1925	4,616
55	Oakland City -- Laney	3,840	1961	2,333
56	Vallejo Junior	3,409	1956	1,790
57	Siskiyous	3,375	1964	484
58	Gavilan	3,084	1919	447
59	Chabot	3,000	1961	2,600
60	Santa Barbara City	1,900	1941	2,251
61	Victor Valley	1,860	1960	486
62	Southwestern	1,782	1959	1,556
63	Palo Verde	960	----	188

* Square footage not reported for the following junior colleges: Coalinga, Hancock, Imperial Valley, Long Beach Business and Technical, Los Angeles City, Merced, Mt. San Jacinto, Oceanside-Carlsbad, Rio Hondo, Santa Rosa, and Taft.

† Median: 13,179 square feet; mean: 15,813 square feet.

Table V-16

Reading Rooms and Seating Capacity in Junior College Libraries

College	Reading rooms	Square feet per reader	Reading room seating capacity	Percent of enrollment that can be seated in entire library	Number of Conference rooms
American River	2	17	350	10	2
Antelope Valley	1	17	175	3	1
Bakersfield	2	15	370	12(day)	1
Barstow	1	25 or more	90	8	3
Cabrillo	1	24	102	23(day)	7
Cerritos	2	--	504	13	2
Chabot	2	15	144	7	0
Chaffey	2	18	236	10	1
Citrus	2	25 or more	147	10	1
Coalinga	1	25 or more	94	23	0
Compton	1	25 or more	210	10	1
Contra Costa	1	25 or more	385	--	3
Diablo Valley	2	19	336	10	0
Desert	1	25 or more	96	11	0
East Los Angeles	3	10	300	10	2
El Camino	4	25 or more	597	5	5
Foothill	2	25 or more	644	15(day)	1
Fresno City	2	19	385	10	2
Fullerton Junior	1	22	385	7	3
Gavilan	1	25 or more	32	10	2
Glendale	2	16	155	6	0
Grossmont	3	25 or more	398	20	1
Hancock (Allan)	1	25 or more	125	10	1
Hartnell	1	25 or more	285	17	1
Imperial Valley	1	--	100	10	0
Lassen Junior	1	less than 25	32	--	0
Long Beach City	4	25 or more	319	8	3
Long Beach Business-Technical	2	23	114	7(day)	0
Los Angeles Harbor	2	25 or more	250	10(day)	2
Los Angeles City	4	24	516	6(day)	2
Los Angeles Metropolitan	1	4	90	--	0
Los Angeles Pierce	3	20	475	5	2
Los Angeles Trade-Technical	1	10	157	2	0
Los Angeles Valley	3	25 or more	318	7	1
Marin	2	25 or more	177	16	9
Merced	1	19	44	10	0
Modesto Junior	4	25 or more	507	19	4
Monterey Peninsula	1	21	140	10	2
Mt. San Antonio	4	25 or more	600	15	9
Mt. San Jacinto	1	12	34	25(ADA)	0
Napa	1	25 or more	137	13(day)	1
Oakland City -- Laney	-	22	97	--	0
Oakland City -- Merritt	2	10-12	260	4	0
Oceanside-Carlsbad	1	--	---	--	0
Orange Coast	2	19	310	7	4
Palomar	2	--	237	12	2
Palo Verde	-	--	36	10	0

Table V-16 -- Continued

Reading Rooms and Seating Capacity in Junior College Libraries

College	Reading rooms	Square feet per reader	Reading room seating capacity	Percent of enrollment that can be seated in entire library	Number of Conference rooms
Pasadena City -------	2	20	600	10	0
Porterville----------	1	--	123	25	1
Reedley-------------	1	25 or more	158	15	2
Rio Hondo-----------	-	--	---	--	-
Riverside City ------	2	--	140	8	0
Sacramento City -----	3	25 or more	525	11	1
San Bernardino Valley	3	less than 25	539	9	2
San Diego City-------	1	15	176	6	1
San Diego Mesa------	1	25 or more	270	18(day)	2
San Francisco City --	1	25	708	10	0
San Joaquin Delta ----	2	25 or more	238	5	0
San Jose City--------	2	20	305	7(day)	0
San Mateo-----------	2	18	600	10	2
Santa Ana -----------	2	25 or more	235	10	2
Santa Barbara City---	-	15	50	3	0
Santa Monica City----	3	--	300	5	0
Santa Rosa Junior----	-	25 or more	200	10	0
Sequoias ------------	1	25 or more	250	15	1
Shasta --------------	1	18	96	8	0
Sierra --------------	1	16	144	13	1
Siskiyous -----------	1	25 or more	112	25	1
Southwestern --------	-	less than 25	61	3	0
Taft ----------------	1	22	68	20	1
Vallejo Junior -------	1	19	72	--	0
Ventura-------------	4	20	237	12	0
Victor Valley--------	1	25 or more	36	4	0
Yuba ---------------	2	19	312	20	1

Table V-17

Expenditures for Library Purposes in California Junior Colleges--1963-64*

College	Average expenditure per student	Percent of total expenditure spent for library services
American River	$21	3.3
Antelope Valley	9	3.2
Bakersfield	16	3.2
Barstow	25	6.6
Cabrillo	23	5.1
Cerritos	12	2.8
Chabot	22	4.8
Chaffey	16	3.5
Citrus	17	5.0
Compton	16	3.1
Contra Costa	18	---
Desert	64	5.9
Diablo Valley	19	4.0
East Los Angeles	13	3.8
El Camino	14	2.5
Foothill	38	8.2
Fresno City	12	3.1
Fullerton Junior	15	4.1
Gavilan	74	7.6
Glendale	24	2.2
Grossmont	30	4.1
Hartnell	28	4.2
Lassen Junior	27	1.3
Los Angeles City	15	---
Los Angeles Harbor	26	5.5
Los Angeles Metropolitan	15	---
Los Angeles Pierce	16	4.0
Los Angeles Valley	14	---
Marin	32	4.2
Modesto Junior	37	3.6
Monterey Peninsula	21	3.6
Mt. San Antonio	25	4.8
Napa College	25	5.7
Oakland City--Merritt	26	2.7
Orange Coast	9	2.6
Palomar	28	5.3
Palo Verde	54	11.7
Pasadena City	11	2.4
Porterville	26	---
Reedley	20	1.7
Riverside City	19	3.4
Sacramento City	13	2.4
San Bernardino Valley	13	2.8
San Joaquin Delta	14	2.6
San Mateo	17	3.8
Santa Ana	14	1.9
Santa Barbara City	28	5.3
Santa Monica City	11	2.5
Santa Rosa Junior	14	---
Sequoias	17	2.4
Shasta	18	2.8

Table V-17--Continued

Expenditures for Library Purposes in California Junior Colleges--1963-64*

College	Average expenditure per student	Percent of total expenditure spent for library services
Siskiyous	$15	6.7
Sierra	25	---
Southwestern	18	3.7
Vallejo Junior	9	2.9
Ventura	17	2.9
Victor Valley	41	6.3
Yuba	21	4.1
Average	$22	4.0

*Expenditures not reported for the following junior colleges: Coalinga, Hancock, Imperial Valley, Long Beach City, Long Beach Business and Technical, Los Angeles Trade-Technical, Merced, Mt. San Jacinto, Oakland City--Laney, Oceanside-Carlsbad, Rio Hondo, San Diego City, San Diego Mesa, San Francisco City, San Jose City, and Taft.

Table V-18

Three-Year Comparison of Library Expenditures in California Junior Colleges*

College	1961-62		1962-63		1963-64		Three-year average	
	Average expenditure per student	Percent of total college budget	Average expenditure per student	Percent of total college budget	Average expenditure per student	Percent of total college budget	Average expenditure per student	Percent of total college budget
American River------	----	----	----	----	$21	3.3	----	----
Antelope Valley------	$12	3.1	$ 7	2.5	9	3.2	$ 9	2.9
Bakersfield----------	17	3.4	14	3.1	16	3.2	16	3.2
Barstow-------------	41	11.9	13	8.2	25	6.6	26	8.9
Cabrillo-------------	43	5.6	10	3.2	23	5.1	25	4.6
Cerritos ------------	13	4.1	10	3.2	12	2.8	12	3.4
Chabot--------------	28	3.4	27	3.2	22	4.8	26	3.8
Chaffey -------------	----	----	31	3.5	16	3.5	24	3.5
Citrus --------------	10	3.5	11	4.3	17	5.0	13	4.3
Coalinga ------------	42	3.9	----	----	----	----	----	----
Compton ------------	10	2.7	10	2.8	16	3.1	12	2.9
Contra Costa --------	9	2.4	9	2.4	18	----	12	----
Desert--------------	----	----	----	----	64	5.9	----	----
Diablo Valley--------	11	3.7	12	3.9	19	4.0	14	3.9
East Los Angeles ----	9	----	10	2.1	13	3.8	11	----
El Camino-----------	10	2.3	6	1.5	14	2.5	10	2.1
Foothill-------------	28	6.0	19	5.8	38	8.2	28	6.7
Fresno City ---------	19	2.9	9	3.1	12	3.1	13	3.0
Fullerton Junior -----	13	2.7	14	3.9	15	4.1	14	3.6
Gavilan -------------	64	6.2	----	----	74	7.6	----	----
Glendale ------------	14	2.2	15	2.5	24	2.2	17	2.3
Grossmont ----------	----	----	25	6.1	30	4.1	----	----
Hancock (Allan)------	----	----	----	----	----	----	----	----
Hartnell-------------	20	4.1	19	3.7	28	4.2	22	4.0
Imperial Valley------	----	----	----	----	----	----	----	----
Lassen Junior -------	18	1.7	13	1.7	27	1.3	1.9	1.6
Long Beach Business-Technical----------	----	----	----	----	----	----	----	----
Long Beach City -----	1	2.2	7	2.1	----	----	----	----
Los Angeles City-----	7	----	9	----	15	----	----	----
Los Angeles Harbor --	55	6.2	33	6.8	26	5.5	38	6.2
Los Angeles Metropolitan-------------	8	4.2	----	----	15	----	----	----
Los Angeles Pierce --	31	4.4	17	4.3	16	4.0	21	4.2
Los Angeles Trade-Technical----------	----	----	6	1.5	----	----	----	----
Los Angeles Valley---	13	----	9	----	14	----	12	----
Marin --------------	24	4.0	----	----	32	4.2	----	----
Merced -------------	----	----	----	----	----	----	----	----
Modesto Junior ------	31	3.8	26	3.0	37	3.6	31	3.5
Monterey Peninsula --	14	3.6	15	4.1	21	3.6	17	3.8
Mt. San Antonio------	23	4.2	18	4.8	25	4.8	22	4.6
Mt. San Jacinto------	----	----	----	----	----	----	----	----
Napa Junior ---------	13	3.7	12	3.7	25	5.7	17	4.4
Oakland City--Laney -	----	----	----	----	----	2.7	----	----
Oakland City--Merritt	17	4.2	----	----	26	2.7	----	----
Oceanside-Carlsbad--	7	3.3	----	----	----	----	----	----
Orange Coast--------	10	2.0	9	2.3	9	2.6	9	2.3

Table V-18--Continued

Three Year Comparison of Library Expenditures in California Junior Colleges*

College	1961-62		1962-63		1963-64		Three-year average	
	Average expenditure per student	Percent of total college budget	Average expenditure per student	Percent of total college budget	Average expenditure per student	Percent of total college budget	Average expenditure per student	Percent of total college budget
Palomar	$17	4.0	$17	4.6	$28	5.3	$21	4.6
Palo Verde	31	8.3	38	9.4	54	11.7	41	9.8
Pasadena City	11	2.3	12	2.4	11	2.4	11	2.4
Porterville	47	5.3	----	----	28	----	----	----
Reedley	29	3.0	20	4.0	20	1.7	23	2.9
Rio Hondo	----	----	----	----	----	----	----	----
Riverside City	14	3.5	13	2.7	19	3.4	15	3.2
Sacramento City	10	2.4	8	2.4	13	2.4	10	2.4
San Bernardino Valley	6	2.3	----	----	13	2.8	----	----
San Diego City	21	3.4	----	----	----	----	----	----
San Diego Mesa	----	----	----	----	----	----	----	----
San Francisco City	16	2.2	9	1.8	----	----	----	----
San Joaquin Delta	12	2.9	10	2.8	14	2.6	12	2.8
San Jose City	6	1.9	----	----	----	----	----	----
San Mateo	26	3.8	27	4.0	17	3.8	23	3.9
Santa Ana	6	1.9	7	1.9	14	1.9	9	1.9
Santa Barbara City	18	4.6	23	6.7	28	5.3	23	5.5
Santa Monica City	7	2.4	7	2.3	11	2.5	8	2.4
Santa Rosa Junior	21	----	----	----	14	----	----	----
Sequoias	----	----	11	2.9	17	2.4	----	----
Shasta	26	2.9	17	3.0	18	2.8	20	2.9
Sierra	31	----	31	----	25	----	----	----
Siskiyous	66	8.7	60	7.6	15	6.7	47	7.7
Southwestern	----	----	43	3.7	18	3.7	----	----
Taft	38	4.0	32	3.7	----	----	----	----
Vallejo Junior	6	3.1	6	3.1	9	2.9	7	3.0
Ventura	12	----	12	2.9	17	2.9	14	----
Victor Valley	----	----	----	----			----	----
Yuba	9	2.4	9	4.4	21	4.1	13	3.6

*Data based on reports submitted to the U. S. Office of Education.

Table V-19

Selected Data for California Public Junior Colleges in 1965*

College	Enrollment†	Number of volumes held, July 1	Periodical titles received	FTE salaried staff		Expenditures for library purposes	
				Professional	Non-professional	Total	Per student
American River	7,239	27,236	483	6.0	5.0	$125,542	$17
Antelope Valley	2,534	16,800	150	1.5	2.0	----	----
Bakersfield	6,732	33,840	273	3.0	6.5	86,443	13
Barstow	928	9,388	157	1.0	1.0	20,170	22
Cabrillo	2,802	16,437	227	2.4	2.4	27,019	10
Cerritos	8,790	31,375	403	3.0	3.0	90,547	10
Chabot	4,922	20,302	378	4.2	4.2	117,842	24
Chaffey	5,553	31,791	412	2.3	4.0	75,745	14
Citrus	5,570	29,825	375	5.3	6.8	85,695	15
Coalinga	1,020	15,015	190	1.0	1.5	29,527	29
Compton	4,950	26,792	270	2.0	2.5	59,670	12
Contra Costa	4,630	28,843	230	3.0	2.0	67,918	15
Desert	1,098	12,779	357	2.0	2.0	64,614	59
Diablo Valley	7,947	34,471	306	4.0	3.6	116,809	15
East Los Angeles	11,060	51,742	566	3.7	6.0	110,166	10
El Camino	13,539	38,141	335	4.0	9.5	127,190	9
Foothill	9,399	31,860	310	7.0	13.0	248,324	26
Fresno City	6,537	24,592	296	5.0	5.0	90,225	14
Fullerton Junior	11,370	42,842	806	7.0	8.6	158,077	14
Gavilan	472	6,770	112	2.0	0.0	25,665	54
Glendale	3,286	24,918	275	2.2	2.5	45,606	14
Grossmont	3,703	16,418‡	440	3.5	5.4	176,190	48
Hancock (Allan)	3,315	13,804	402	2.0	3.0	61,710	19
Hartnell	2,660	34,710	335	2.0	3.5	57,919	22
Imperial Valley	1,663	13,000	----	2.0	----	----	----
Lassen Junior	458	5,456	45	1.0	1.0	8,800	19
Long Beach City	15,695	79,995	326	7.5	4.0	118,952	8
Los Angeles City	16,538	115,872	870	6.0	7.0	69,620	4
Los Angeles Harbor	5,018	32,658	373	3.8	4.0	110,456	22
Los Angeles Metropolitan	4,949	21,738	259	1.4	2.0	44,423	9
Los Angeles Pierce	9,420	46,015	633	4.8	5.0	117,334	12
Los Angeles Trade-Technical	9,995	32,426	500	3.0	1.0	78,400	8
Los Angeles Valley	13,723	60,484	801	5.8	7.0	149,534	11
Marin	3,770	25,422	375	3.0	5.0	78,795	21
Merced	2,069§	5,500	120	1.0	2.1	40,897	20
Modesto Junior	3,159	47,346	580	5.7	8.0	104,097	33
Monterey Peninsula	3,688	24,575	260	2.0	3.0	68,817	19
Mt. San Antonio	10,729	50,349	666	8.0	16.5	228,644	21
Mt. San Jacinto	322	13,000	----	0.0	2.5	24,100	75
Napa Junior	2,320	15,217	192	1.5	1.3	32,304	14
Oakland City--Laney	5,006	12,721	341	3.0	4.0	54,042	11
Oakland City--Merritt	7,110	28,379	396	4.0	6.0	118,352	17
Oceanside-Carlsbad	2,125	5,865	157	1.0	1.0	23,506	11
Orange Coast	11,763	27,623	211	3.4	4.0	91,213	8
Palomar	4,009	43,310	405	2.0	8.0	80,008	20
Palo Verde	275	4,801	85	0.5	1.0	18,870	69

Table V-19--Continued

Selected Data for California Public Junior Colleges in 1965*

College	Enrollment†	Number of volumes held July 1	Periodical titles received	FTE salaried staff		Expenditures for library purposes	
				Professional	Non-professional	Total	Per student
Pasadena City	12,918	74,635	485	6.5	5.5	$159,939	$12
Porterville	541	13,590	175	1.0	1.0	17,000	31
Reedley	1,444	11,371	190	1.0	2.0	34,195	24
Rio Hondo Junior	2,486	10,396	200	1.0	2.0	115,548	65
Riverside City	7,188	34,737	378	4.6	5.0	108,287	15
Sacramento City	7,015	59,462	179	4.0	3.0	71,140	10
San Bernardino Valley	9,751	47,497	536	4.0	7.0	145,794	15
San Diego City	----**	31,970	260	3.0	5.0	74,903	----
San Diego Mesa	----**	13,975	261	5.0	5.0	185,897	----
San Francisco City	9,970	56,891	529	6.2	1.0	82,885	8
San Joaquin Delta	5,864	28,748	328	4.0	3.0	78,493	13
San Jose City	9,915	35,483	435	5.4	4.4	84,117	8
San Mateo	14,015	47,850	566	7.0	7.5	210,530	15
Santa Ana	5,535	30,448	226	2.5	2.0	36,065	6
Santa Barbara City	2,887	18,850	436	2.0	4.0	75,360	26
Santa Monica City	11,415	40,464	380	4.0	5.0	92,766	8
Santa Rosa Junior	5,958	37,277	253	3.0	2.5	67,153	11
Sequoias	4,420	29,233	273	1.0	2.5	44,620	10
Shasta	3,264	19,772	207	1.3	3.0	37,997	12
Sierra	2,305	26,164	433	2.0	2.5	52,386	23
Siskiyous	435	6,430	92	1.0	1.0	10,150	23
Southwestern	3,019	15,678	370	2.0	4.0	94,879	31
Taft	690	11,614	173	1.0	2.0	20,127	29
Vallejo Junior	3,363	11,009	209	1.0	2.0	32,125	10
Ventura	6,102	29,848	500	3.0	5.0	66,810	11
Victor Valley	1,220	11,630	171	1.0	0.5	34,668	28
West Valley	2,520	7,485	175	1.4	2.5	71,441	28
Yuba	3,108	17,055	495	2.0	3.5	49,167	16

*Based upon data reported in January, 1966, to the California State Department of Education for the annual USOE Survey of College and University Libraries, 1964-65; compiled by the School Library Research Project.

†Gross enrollment for fall, 1964, as reported in the USOE publication, Opening Fall Enrollment in Higher Education, 1964.

‡Included audio-visual items.

§As reported to Department of Finance for fall, 1964.

**San Diego colleges reported 14,970 enrollment but did not provide separate breakdowns for the two campuses.

Table V-20

Libraries in California Colleges and Universities -- Selected Data -- 1965*

Type of college	Campuses		Enrollment, fall, 1964†	Held July, 1965	Volumes		Added per student
	Reporting	Not reporting			Average per student	Added during year	
California junior colleges	76	0	415,860	2,110,005	5.1	247,196	0.6
California state colleges	18	0	153,685	2,738,904	17.8	412,566	2.7
University of California campuses	7	0	71,205	6,835,469	96.0	618,156	8.7
Private universities	3	0	33,267	3,819,382	114.8	238,683	7.2
Private liberal arts colleges	31	7	37,473	2,715,695	72.5	181,594	4.8
Private two-year colleges	3	3	850	42,227	49.7	5,186	6.1
Technological colleges	4	1	5,089	185,466	36.4	13,117	2.6
Theological and religious colleges	17	6	4,847	567,620	117.1	47,212	9.7
Colleges of art	5	3	2,461	58,173	23.6	4,932	2.0
Other independent professional colleges	3	3	1,036	62,617	60.4	3,311	3.2
Total	167	23	725,773	19,135,558	---	1,771,953	---
Average	---	---	---	---	26.4	---	2.4

---

*As reported January, 1966, to the California State Department of Education for the annual USOE Survey of College and University Libraries; compiled by the School Library Research Project.

†As reported in Opening Fall Enrollment in Higher Education, 1964. Washington, D. C.: U.S. Office of Education, 1964.

Table V-21

Professional Staff and Expenditures of California College and University Libraries -- 1965

Type of college	Professional librarians		Expenditure	
	Number in full-time equivalency	Ratio to enrolled students	For library services†	Per enrolled student
California junior colleges	230.1	1:1,807	$ 5,880,220	$ 14
California state colleges	369.4	1:416	9,241,814	60
University of California campuses	419.5	1:170	13,599,576	191
Private universities	162.6	1:205	3,982,256	120
Private liberal arts colleges	117.2	1:320	2,369,573	63
Private junior colleges	2.7	1:315	57,351	67
Technological colleges	9.0	1:565	350,278	69
Theological and religious colleges	29.9	1:162	525,843	108
Colleges of art	4.5	1:547	51,398	21
Other independent professional colleges	4.0	1:259	58,247	56
Total	1,348.9	---	$36,116,556	---
Average	---	1:538	---	$ 50

*As reported January, 1966, to the California State Department of Education for the annual USOE Survey of College and University Libraries; compiled by the School Library Research Project.

†Including salaries and wages.

Photo by Robert H. Cox

VI

County Organization of School Library Services

In studying the library services employed by California public schools, we must give some attention to those services made available to school districts by both county school libraries and county public libraries. This attention must be directed to (1) the fact that the boundaries of five school districts are coterminous with those of the counties and that in these districts the superintendents of schools are also the county superintendents of schools; and (2) the fact that all of one county is served by a joint unified district of which the district superintendent of schools is also the county superintendent of schools of the county wholly served by the district.

Each of these six school districts, which include the total area of the counties in which they operate, employ library services that might be considered as being provided at the county level and that must be thought of as being provided countywide. However, the services of the six districts are not comparable because of the wide variations in the areas served by the districts. For example, the San Francisco City Unified School District serves a relatively small area with a large population; at the other extreme the Alpine County Unified School District serves a much larger area with a very small population. In fact, the districts are different in so many ways that it would be inadvisable to make any generalizations regarding the library services that the districts employ. Table VI-1 contains data that make these differences apparent. Table VI-2 shows data regarding the library services employed by the six districts.

In studying the other library services that were available to all school districts, investigators found that the services might be secured by contract from three different sources: (1) the county superintendent of schools of the county in which the districts are located; (2) the county superintendents of schools in counties neighboring the county in which the districts are located; and (3) county public libraries. Table VI-3 contains data regarding the availability of the services.

Contract Services Provided by County School Libraries

In the 1965-66 school year, 40 of California's 58 county superintendents of schools maintained county school libraries and made the services of the libraries available to the school districts on a contractual basis. However, this picture was somewhat changed during the next school year. For example, the Marin County Superintendent of Schools established a county school library; the Orange County Superintendent of Schools stopped providing library book service to schools but continued to maintain a professional education library; the San Mateo County Superintendent of schools discontinued direct book service but maintained the professional education library and continued to make the services of a professional librarian available to school personnel; and the Santa Cruz County Superintendent of Schools began phasing out the services of the county school library to schools.

Although county superintendents of schools that maintain county school libraries have been authorized for a number of years to enter into agreements with school districts in contiguous counties for the provision of school library services, they have made very few contracts for such services. However, it should be noted that the Placer County Superintendent of Schools was providing such services to school districts in three other counties.

Contract Services Provided by County Public Libraries

County public libraries have played an important role in providing schools with library materials. Education Code sections 7201 through 7211 outline the legal provisions under which services are made available. Since 1945, however, legislation enabling the county superintendent of schools to provide library service to school districts on a contractual basis has resulted in a steady decline in the number of county public libraries which offer such services. Most county public libraries, however, continue to provide special library services for teachers.

In 1965-66 library services offered by county public libraries on a contractual basis were being employed by school districts in ten counties. San Bernardino and Santa Clara counties were the most heavily populated counties in this group. In 1966-67 this group was reduced to nine counties when the Marin County Superintendent of Schools began providing library services for the public schools in his county. Other data regarding library services are presented in Table VI-4.

It was difficult to analyze the information given by the nine county public libraries because it was not limited to school library services as requested. One of the largest libraries did not return a completed questionnaire, and another returned its questionnaire too late for use.

In informal interviews school administrators, teachers, and librarians frequently were critical of services received under contract arrangements with county public libraries. Several expressed the opinion that public library personnel did not have sufficient knowledge regarding the educational programs offered by the schools. However, some administrators expressed themselves as thinking that the county public library service was an economical way to meet the library needs of schools and that use of this service should be continued.

Counties where school library services were secured from county public libraries frequently had no one available to provide consultant and coordination services regarding the use of library services. Therefore, communication between the staff of the county public library and the staff of the county superintendent of schools was unsatisfactory. Other factors that made communication poor were these: (1) two independent agencies were involved; (2) neither of the agencies had primary responsibility for the provision of school library services; and (3) the two agencies frequently were located at some distance from each other.

In a report by the California Public Library Commission to the Legislature in 1959, Edward A. Wight made the following statement regarding action that the county public libraries should take regarding the provision of library services to the schools:

> In the early decades of the 1900's the county libraries performed a notable pioneer service in bringing books to schools, particularly those in rural and small-town areas. However, it is the opinion of the research staff that this pioneer period is over and that the county libraries should gradually withdraw from the textbook type of service to schools.

Table VI-1

General Information, Countywide School Districts -- 1965-66

County	Assessed valuation per pupil unit (adjusted-modified)		Enrollment	Number of schools		
	Elementary	High school		Elementary	High school	Total
Alpine--------	$36,305	$75,909	116	2	0	2
Del Norte-----	9,404	23,873	4,626	9	1	10
Mariposa-----	25,452	74,023	1,106	9	1	10
Plumas-------	36,833	83,916	3,224	9	3	12
San Francisco-	26,961	52,434	92,857	103	25	128
Sierra--------	17,254	44,724	741	7	3	10

Table VI-2

Library Information, Countywide School Districts--1965-66

County	Number of librarians		Number of books owned				
	District level	In schools	Elementary schools	High schools	District center	Total	Per student
Alpine-------	0	0	------	------	------	------	----
Del Norte----	1	5*	25, 825	8, 000	2, 523	36, 348	7. 9
Mariposa ----	1	0	------	2, 893	12, 000	14, 893	13. 5
Plumas------	0	1†	12, 340	15, 505	3, 000	30, 847	9. 6
San Francisco	4	50	66, 950	239, 898	------	306, 848	3. 3
Sierra-------	0	0	2, 300	------	------	2, 300	3. 1

*Teacher-librarians, not full time.

†Employed for 1966-67.

Table VI-3

Countywide Library Services -- 1965-66

Services provided by	Counties		Number of counties	Percent of counties
A unified school district that serves the total county	Alpine	Plumas*		
	Del Norte	San Francisco		
	Mariposa	Sierra	6	11
County school library	Alameda	Orange[‡]		
	Butte	Placer		
	Calaveras	Riverside		
	Colusa[†]	Sacramento		
	Contra Costa	San Diego		
	El Dorado	San Joaquin		
	Fresno	San Luis Obispo		
	Glenn	San Mateo[‡]		
	Kern	Santa Barbara		
	Kings	Santa Cruz[‡]		
	Lake	Shasta		
	Lassen	Sonoma		
	Los Angeles	Stanislaus		
	Madera	Sutter		
	Mendocino	Tehama		
	Merced	Trinity		
	Modoc[†]	Tulare		
	Mono[†]	Ventura		
	Monterey	Yolo		
	Napa	Yuba	40	69
County School Library of a neighboring county	Inyo §	Nevada	2	3
County public library	Amador	Santa Clara		
	Humboldt	San Bernardino		
	Imperial	Siskiyou		
	Marin**	Solano		
	San Benito	Tuolumne	10	17

---

*A portion of Plumas County is served by the Sierra-Plumas Joint Unified School District of Sierra County.

[†] County school librarians served both as members of the staff of the county superintendent of schools and as librarians of the county public library.

[‡] These counties were discontinuing contracts for school library services in 1966-67 but continuing to provide professional libraries.

§Contracted for consultant services and ordering and processing services.

**Transferred contract book service from the county public library to the office of the county superintendent of schools in 1966-67.

Table VI-4

County Public Libraries Providing Contract Library Services -- Selected Data -- 1965-66

County	Students served	Library books	Books per student	Contracting districts	Library personnel (FTE): Credentialed, professional	Library personnel (FTE): Noncredentialed, nonprofessional	Library personnel (FTE): Total
Amador--------	2,501	14,259	5.7	3	---	---	---
Humboldt ------	12,642	79,793	6.3	34	1.4	4.7	6.1
Imperial -------	5,764	15,000	2.6	14	---	1.5	1.5
Marin ---------	14,500	5,000 *	.3	17	---	1.0	1.0
San Benito -----	1,348	17,752 †	13.2	13	---	.8	.8
San Bernardino -	20,921	193,070 ‡	---	29	3.0	---	3.0
Santa Clara ----	---	---	---	---	---	---	---
Siskiyou -------	1,818	20,500	11.3	24	---	---	---
Solano ---------	7,950	10,000	1.3	9	1.0	2.0	3.0
Tuolumne ------	840	28,339	33.7	9	.4	1.3	1.7

*Service mainly consists of providing supplementary textbooks.

†Includes all the juvenile collection of the county library.

‡No breakdown between library books and supplementary textbooks.

A school district librarian confers
with a county school librarian.

VII

County School Libraries

In 1966 county school libraries were maintained by 40 county superintendents of schools. These libraries offered a variety of library services, including provision of library books to elementary schools and high schools and of technical and consultant services needed by school districts in developing libraries and adequate and appropriate library programs. However, in all instances the county school libraries placed major emphasis upon the provision of library books to the schools in their respective counties.

Since the 40 county school libraries apparently considered the provision of books to the schools as being their major responsibility, they had to be giving considerable attention to maintaining book collections sufficiently large to meet the demand. Table VII-1 (page 139) shows the number of books in the collection of each of the county school libraries.

Contract Library Services

Early in this century legislation was passed which allowed county public libraries to supply books on a contractual basis to school districts in the same county. Many of the county public libraries provided this service until 1945, when legislation was passed that permitted county superintendents of schools to provide such services to the schools in their own counties. The first county to take advantage of this authorization was Los Angeles County; the second, Alameda County; and the third, San Diego County. Many other counties soon followed suit.

Prior to the legislation passed in 1945, library services made available on a contractual basis to the schools by county public libraries were partially financed by the libraries. However, they were relieved of this burden when county superintendents of schools were permitted to provide library services needed and to finance these services partially with money from county school service funds.

In addition to providing adequate services to schools, county school libraries provided a new type of service. They usually operated in conjunction with sections responsible for curricular services, and the librarians served as members of the curriculum staffs of their own counties. The result of these developments was that county school library collections were composed largely of books needed to further the educational program. A few county school libraries had collections composed primarily of textbooks that supplemented the state program; other county school libraries had collections with only a few textbooks. In some instances the county school libraries provided collections to be housed by the school districts, which also provided personnel for required library services.

Table VII-2 (page 141) shows the number of volumes of printed material for children in the collections of the 40 county school libraries. In Fresno, Kings, San Mateo, Santa Barbara, Stanislaus, and Tulare counties, the number of supplementary textbooks in the book collections exceeded the number of library books. When certain county public libraries discontinued school library services, they transferred to county school libraries only the textbooks in their collections, thereby increasing greatly the textbook holdings of the county school libraries.

Table VII-3 (page 142) shows the extent to which contract services of the county school libraries were being employed by the schools in their respective counties as of May, 1966. And the data show that most of the services were provided to elementary schools. The Sacramento County School Library led in the number of pupils served; Los Angeles County was second; and Fresno County, third.

The New California Library Standards

The new California standards for school libraries, which will be presented in "A Three-Phase Plan for Development of School Library Programs in California," were not complete when this study was being made. However, the following comparisons of conditions in county school libraries in 1966 are interesting as they apply to the achievement of Phase I, Phase II, or Phase III of the proposed new standards.

In a tentative draft of the "Three-Phase Plan," the following statement is made:

> The standards have been specifically designed to allow for advancement through various stages of development. The three-phase approach allows schools to determine the quality of the existing library program and then to define the direction of an improved and expanded program [and] . . . it should be so designed to permit the growth of balanced programs from Phase I through Phase III. Schools already in Phase III are encouraged to improve and expand their programs through the use of new materials and techniques applicable to . . . their education program.

Professional Personnel

In Phase I the standards require one librarian for schools with enrollments up to 5,999 pupils; two librarians for those with enrollments of 6,000 to 9,999 pupils.

Only 16 of the 40 county school libraries met the Phase I standard that required one librarian for each 6,000 or fewer pupils. None of the libraries met the standard of two librarians for 6,000 to 9,999 pupils, and none met the Phase II or Phase III standards suggested for professional personnel. The San Diego County School Library, which served school districts with enrollments of 33,303 pupils, had four librarians, or one librarian for each 8,326 pupils. The Sacramento and Los Angeles county school libraries had the most unfavorable librarian-enrollment ratios -- Sacramento County, 1 : 48,160 pupils; Los Angeles County, 1 : 49,598 pupils.

Clerical Personnel

For Phase I the standards suggest three clerks for each county school library that serves a school population of any size up to 6,000 pupils and one additional clerk for each 2,000 pupils above 6,000.

Each of 19 of the county school libraries had three or more full-time equivalent clerks. The Kern and Yolo county school libraries met the second standard of Phase I. None of the libraries met the Phase II and Phase III standards for the number of library clerks required. To meet the Phase III standard, the Sacramento County School Library would have had to add 13 professional librarians and 31 clerks to the staff, for it was serving about 64,000 pupils; the Los Angeles County School Library would have had to add ten professional librarians and 24 clerks, for it was serving about 51,000 pupils; the Fresno County School Library would have had to add ten professional librarians and 23 clerks, for it was serving 48,000 pupils; and both the Ventura and San Diego county school libraries would have had to add seven professional librarians and 16 clerks, for each was serving about 34,000 pupils. Table VII-4 (page 143) contains information regarding the extent to which county school libraries are properly staffed.

Books for Pupils

The Phase I standard suggests that each school library collection contain at least ten library books per pupil in the schools served, exclusive of supplementary textbooks; the Phase II standard, 11-29 library books per pupil; and the Phase III standard, at least 30 library books per pupil.

The seven county school libraries that met the Phase I standard of ten books per pupil were the Colusa, Glenn, Madera, Merced, Modoc, Riverside, and Yolo county school libraries. The Madera, Merced, Modoc, Riverside, and Yolo county school libraries also met the Phase II standard of 11-29 books per pupil. None of the county school libraries met the Phase III standard of 30 or more books per pupil.

Professional Books

The Phase I standard suggests a basic collection of 5,000 professional books, depending upon program needs; the Phase II standard, 10,000 books; and the Phase III standard, 15,000 books. The 11 county school libraries that met the collection standard for Phase I were the Alameda, Contra Costa, Fresno, Kern, Los Angeles, Orange, San Diego, San Mateo, Santa Barbara, Stanislaus, and Tulare county school libraries. And seven of these libraries met the Phase II standard -- the Alameda, Fresno, Kern, San Diego, San Mateo, Santa Barbara, and Stanislaus county school libraries. None of the county school libraries met the Phase III standard of a collection containing 15,000 volumes. Other information regarding the book collections possessed by the county school libraries is shown in Table VII-5 (page 144).

Professional Periodicals

The Phase I standard suggests that the professional library collection contain 100 professional periodicals; the Phase II standard, 300; and the Phase III standard, 400.

Only 11 county school libraries met the Phase I standard -- the Alameda, Fresno, Kern, Los Angeles, Monterey, Orange, Riverside, San Diego, San Joaquin, San Mateo, and Tulare county school libraries. None of the county school libraries met the Phase II standard. Table VII-5 (page) shows important data regarding various types of publications contained in the collections of the county school libraries.

Physical Facilities

The new California standards recommend (1) adequate storage space for each area of the library; (2) adequate space for housing the entire collection; (3) adequate space for a reading room, listening-viewing rooms, conference rooms, study areas, a workroom, and offices; and (4) adequate space in each of the areas to meet needs caused by growth.

Table VII-6 (page 145) contains data regarding physical facilities of the county school libraries. Study of these data reveals that library facilities were extremely varied and that while those of a library are adequate for one purpose, they are quite inadequate for another purpose.

Organizational Plans of County School Libraries

The organizational plans by which county school libraries make their services available to the schools are numerous. In 19 counties the school library services are operated independent of but parellel with audio-visual services. In 13 counties both of these services are under one director, who holds a position other than that of school librarian, but in seven counties the school librarian is responsible for both services. And three of the county superintendents of schools did not report that they make audio-visual services available through their offices. Some of these differences in the organizational plans may be accounted for by the fact that the financial support of the libraries is not an equivalent amount for each county. Although the Education Code stipulates a minimum of $100 per each 35 units of a.d.a. as the contract fee, libraries may charge $80 to $175. And various amounts are allotted from county school service funds for library purposes.

A number of county school libraries have established permanent or semi-permanent library collections in each of the schools they serve. And sometimes the collections are limited to a special area, such as supplementary textbooks or library books. The collections in the various schools are commonly called "depository libraries." Table VII-7 (page 147) contains data regarding the number of schools that have depository libraries and the grade level of the schools in which the depositories are maintained. Table VII-7 also contains data regarding the counties in which the schools are located.

Each of the 40 county superintendents of schools who maintained a school library also maintained a professional library; however, the services provided were available without cost to all school personnel in the county, for they were funded from the county school service fund. And in some counties the services were available to anyone who wished to have them. The collections of the professional libraries usually included professional books, textbooks, curriculum guides, periodicals, newspapers, pamphlets, sample tests, and other materials commonly used by teachers for professional purposes.

The Future of County School Library Services

The Orange, San Mateo, and Santa Cruz county school libraries were discontinuing direct library book contract services in 1966-67 but were continuing to provide professional library services. And in certain counties the need for the county school libraries to provide contractual services was being lessened as a result of district unification. However, not all newly unified school districts can provide the necessary library services during their early years of existence and will therefore have to continue to employ contractual services until they have developed their own library services. The future of county school library service depends very much on whether it will be feasible for the county superintendents of schools to provide such supplementary library services as the school districts may desire but are unable to provide for themselves.

Through educational television and automated communication, county school libraries may develop quick reference services. Perhaps these services would include provision of materials used for limited services and so expensive that a school district would not feel free to buy them. The extent to which such services may be needed is unexplored, but they may be of the kind that should be made available through county school libraries.

Some county school libraries are providing technical services designed to help school districts with activities such as classifying and cataloging library materials. However, when a county school library staff assesses the possibility of providing centralized technical library services for school districts, it should consider whether or not another agency could provide this service more efficiently or economically.

The Legislature has declared that it is the responsibility of the office of the county superintendent of schools to provide coordination of education programs offered by school districts under his jurisdiction. As a further responsibility this office is authorized to provide professional services to districts too small to supply such services for themselves economically and efficiently. Among the professional services recognized as necessary are those relating to instructional materials. However, in all instances these services should be provided in such a manner that impetus is given to the strengthening of each school district's services.

As members of the staff of the county superintendents of schools, county school librarians have important responsibilities in implementing the major functions of that office in relation to the school library services in the school districts of their counties. In many counties the development of self-sufficient school districts has reached a stage at which provision of consultant service is the major responsibility of county school librarians. Many school districts are ready to develop libraries, but their beginning efforts often precede employment of qualified personnel. It is at this time that consultant services are particularly needed in planning and organizing the libraries, developing policies for the provision of library services, and helping teachers to plan ways in which they can make best use of the library services that will be available to them.

The results of this study have made apparent that the need for good school library programs is great and that the county school libraries have provided and can continue to provide library services that will help to meet this need.

Table VII-1

County School Library Services and CASL Standards -- 1966

County*	Enrollment in schools served	A.d.a. in schools served	Library books needed to meet standard†	Library books reported‡	Library book deficit	Estimated cost of reaching standard §
Alameda	30,808	29,884	298,840	102,798	196,040	$588,120
Butte	8,552	8,294	82,940	62,500	20,440	61,320
Calaveras	1,786	1,732	17,320	11,548	5,772	17,316
Colusa	2,196	2,130	21,300	23,178	-------	-------
Contra Costa	3,406	3,304	33,040	25,000	8,040	24,120
El Dorado	5,403	5,241	52,410	39,743	12,667	38,001
Fresno	48,483	47,029	470,290	244,385	225,905	677,715
Glenn	1,243	1,206	12,060	13,051	-------	-------
Kern	14,265	13,839	138,390	93,921	44,469	133,407
Kings	5,898	5,811	58,110	20,291	37,819	113,457
Lake	3,698	3,587	35,870	37,340	8,530	25,590
Lassen	3,020	2,929	29,290	19,043	10,247	30,741
Los Angeles	51,131	49,598	495,980	475,531	20,449	61,347
Madera	4,398	4,266	42,660	63,946	-------	-------
Mendocino	7,898	7,661	76,610	45,000	31,610	94,840
Merced	6,645	6,446	64,460	74,970	-------	-------
Modoc	1,475	1,431	14,310	37,239	-------	-------
Mono	757	734	7,340	5,000	2,340	7,020
Monterey	7,332	7,112	71,120	47,000	24,120	72,360
Napa	5,739	5,567	55,670	31,030	24,640	73,920
Orange	8,738	8,476	84,760	17,490	67,270	201,810
Placer	14,021	13,600	136,000	70,051	65,949	197,847
Riverside	5,141	4,987	49,870	66,657	-------	-------
Sacramento	64,544	62,608	626,080	375,654	250,426	751,278
San Diego	34,323	33,303	333,030	271,948	61,082	183,246
San Joaquin	17,064	16,552	165,520	75,000	90,520	271,560
San Luis Obispo	9,678	9,388	93,880	47,839	46,041	138,123
San Mateo	3,312	3,213	32,130	17,020	15,110	45,330
Santa Barbara	15,520	15,054	150,540	42,890	107,650	322,950
Santa Cruz	6,959	6,750	67,500	31,735	35,765	107,295
Shasta	9,597	9,309	93,090	59,677	33,413	100,239

Table VII-1 -- Continued

County School Library Services and CASL Standards -- 1966

County*	Enrollment in school served	A.d.a. in schools served	Library books needed to meet standard†	Library books reported‡	Library book deficit	Estimated cost of reaching standard §
Sonoma----------	25,009	24,259	242,590	101,929	140,665	$ 421,995
Stanislaus -------	11,274	10,936	109,360	66,637	42,723	128,169
Sutter -----------	7,129	6,915	69,150	43,764	25,386	76,158
Tehama ---------	2,266	2,198	21,980	11,500	10,480	31,440
Trinity ----------	1,422	1,379	13,790	6,394	7,396	22,188
Tulare ----------	14,551	14,114	141,140	55,607	85,533	256,599
Ventura ---------	34,677	33,637	336,370	167,022	169,348	508,044
Yolo ------------	5,066	4,925	49,250	79,514	-------	-------
Yuba ------------	2,728	2,646	26,460	24,000	2,460	7,380
Total ---------	507,152	492,050	4,920,500	3,094,842	1,930,305	$5,790,915

*This list of 40 counties with school libraries (in this and subsequent tables in this chapter) does not include counties contracting with other counties for school library book service, counties composed of a single unified school district, and counties where school contract service is with the county public library.

†The California Association of School Librarians' standard is ten books per unit of average daily attendance.

‡Excludes supplementary textbooks.

§The cost per book is estimated at $3.

Table VII-2

Printed Materials for Children in County School Libraries*

County	Library books		Supplementary textbooks	Titles			
	Number of Volumes	Volumes per student		Magazines	Newspapers	Pamphlets	Other items
Alameda	101,798	3.3	63,858	0	0	0	0
Butte	62,500	7.3	7,500	0	0	0	0
Calaveras	11,548	6.5	9,557	0	0	0	0
Colusa	23,178	10.6	4,897	0	0	0	0
Contra Costa	25,000	7.3	5,000	0	0	0	0
El Dorado	39,743	7.4	9,797	0	0	30	0
Fresno	244,385	5.0	300,795	135	0	0	0
Glenn	13,051	10.5	150	0	0	0	0
Kern	93,921	6.6	23,241	0	0	1,000	0
Kings	20,291	3.4	24,895	0	0	0	0
Lake	27,340	7.4	300	5	0	100	0
Lassen	19,043	6.3	5,081	0	0	2,225	765
Los Angeles	475,531	9.3	150,000	0	0	0	0
Madera	63,946	14.5	49,431	0	0	200	0
Mendocino	45,000	5.7	8,020	0	0	3,000	0
Merced	74,970	11.3	13,639	0	0	0	0
Modoc	37,239	25.2	2,000	21	0	3,281	0
Mono	5,000	6.6	1,000	50	10	500	0
Monterey	47,000	6.4	1,500	0	0	0	0
Napa	31,030	5.4	10,330	0	0	0	0
Orange	17,490	2.0	4,000	0	0	0	0
Placer	70,051	5.0	20,000	0	0	1,500	0
Riverside	66,657	13.0	18,307	0	0	0	0
Sacramento	375,654	5.8	64,535	0	0	10,000	0
San Diego	271,948	7.9	127,094	30	0	3,000	0
San Joaquin	75,000	4.4	39,629	5	0	0	0
San Luis Obispo	47,839	4.9	---	21	0	0	0
San Mateo	7,020	2.1	25,640	0	0	0	0
Santa Barbara	42,890	2.8	71,276	0	0	0	301
Santa Cruz	31,735	4.6	2,999	0	0	0	0
Shasta	59,677	6.2	7,966	1	0	0	0
Sonoma	101,929	4.1	11,570	0	0	420	0
Stanislaus	66,637	5.9	77,280	0	0	0	0
Sutter	43,764	6.1	29,087	0	0	0	0
Tehama	11,500	5.1	---	---	---	---	---
Trinity	6,394	4.5	4,467	0	0	0	0
Tulare	55,607	3.8	67,642	0	0	0	0
Ventura	167,022	4.8	93,390	0	0	0	0
Yolo	79,514	15.7	1,500	0	0	1,000	0
Yuba	24,000	8.8	8,000	0	0	0	0

*Excludes state textbooks and materials in teachers' professional library collections

Table VII-3

Students Served by County School Library Contract Services--1966

County	Number of students served	Rank among counties	Number receiving contract services				Teachers
			Districts	Elementary schools	High schools	Total schools	
Alameda	30,808	6	11	18	0	18	920
Butte	8,552	17	17	46	0	46	330
Calaveras	1,786	36	2	9	0	9	62
Colusa	2,196	35	4	11	1	12	92
Contra Costa	3,406	30	8	25	3	28	169
El Dorado	5,403	25	15	24	0	24	194
Fresno	48,483	3	60	102	15	117	1,594
Glenn	1,243	39	11	18	0	18	58
Kern	14,265	11	28	60	4	64	528
Kings	5,898	23	11	16	1	17	210
Lake	3,698	29	7	12	6	18	172
Lassen	3,020	32	14	19	2	21	108
Los Angeles	51,131	2	23	112	0	112	1,769
Madera	4,398	28	19	25	0	25	185
Mendocino	7,898	18	7	24	6	30	326
Merced	6,645	22	19	26	0	26	240
Modoc	1,475	37	9	14	0	14	57
Mono	757	40	6	6	2	8	37
Monterey	7,332	19	19	27	4	31	274
Napa	5,739	24	5	23	0	23	205
Orange	8,738	16	4	16	0	16	250
Placer	14,021	12	37	58	9	67	634
Riverside	5,141	26	13	19	0	19	197
Sacramento	64,544	1	15	130	3	133	2,038
San Diego	34,323	5	30	85	1	86	1,186
San Joaquin	17,064	8	55	71	0	71	598
San Luis Obispo	9,678	14	31	41	2	43	387
San Mateo	3,312	31	4	19	0	19	134
Santa Barbara	15,520	9	19	41	2	43	623
Santa Cruz	6,959	21	7	19	0	19	235
Shasta	9,597	15	25	47	0	47	343
Sonoma	25,009	7	41	76	0	76	746
Stanislaus	11,274	13	26	35	0	35	424
Sutter	7,129	20	16	31	0	31	290
Tehama	2,266	34	14	21	0	21	95
Trinity	1,422	38	13	16	0	16	64
Tulare	14,551	10	46	53	0	53	532
Ventura	34,677	4	22	72	3	75	1,209
Yolo	5,066	27	6	25	0	25	185
Yuba	2,728	33	12	15	0	15	107
All counties	507,152	----	731	1,507	64	1,571	17,807

Table VII-4

County School Library Staff Members and Students Served

County	FTE* librarians	Students per FTE librarian	FTE* clerks	Students per FTE clerk
Alameda----------	2.5	11,553	9.0	3,320
Butte------------	1.3	6,380	3.1	2,677
Calaveras --------	0	----	1.7	1,019
Colusa -----------	1.0	2,130	1.0	2,130
Contra Costa------	1.0	3,304	2.0	1,652
El Dorado --------	1.0	5,241	2.8	1,872
Fresno-----------	2.0	23,515	10.0	4,703
Glenn -----------	1.0	1,206	1.0	1,206
Kern------------	2.0	6,920	6.2	2,232
Kings -----------	1.0	5,811	1.4	4,151
Lake------------	1.0	3,587	2.0	1,794
Lassen-----------	1.0	2,929	1.6	1,830
Los Angeles ------	1.0	49,598	10.0	4,960
Madera ----------	.60	----	2.5	1,706
Mendocino--------	1.0	7,661	2.5	3.064
Merced----------	1.0	6,446	4.8	1,343
Modoc-----------	.50	----	0	----
Mono------------	.70	----	.30	----
Monterey---------	1.0	7,112	4.5	1,580
Napa------------	1.0	5,567	1.9	2,930
Orange----------	1.0	8,476	3.0	2,805
Placer -----------	1.0	13,600	5.0	2,720
Riverside---------	1.0	4,987	1.0	4,987
Sacramento-------	1.3	48,160	16.7	3,749
San Diego --------	4.0	8,326	13.6	2,449
San Joaquin-------	1.0	16,552	3.8	4,356
San Luis Obispo ---	1.0	9,388	3.0	3,127
San Mateo --------	1.0	3,213	1.0	3,213
Santa Barbara-----	1.0	15,054	6.0	2,509
Santa Cruz--------	1.2	5,625	2.3	2,935
Shasta-----------	1.0	9,309	2.4	3,879
Sonoma----------	1.0	24,259	3.5	6,931
Stanislaus --------	2.0	5,468	4.1	2,667
Sutter-----------	.60	----	2.6	2,660
Tehama ----------	1.0	2,198	1.0	2,198
Trinity-----------	1.0	1,379	1.0	1,379
Tulare -----------	1.0	14,114	6.8	2,076
Ventura ----------	3.0	11,212	8.8	3,822
Yolo -------------	1.0	4,925	3.0	1,642
Yuba-------------	1.0	2,646	1.0	2,646
Total -----------	47.7	----	157.9	----
Average --------	1.2	10,316	3.9	3,116

*Full-time equivalent; excludes time shared with other departments, including audio-visual department.

Table VII-5

Professional Materials for Teachers in County School Libraries -- 1966

County	Number of volumes		Number of Titles				
	Professional books	Sample textbooks	Curriculum manuals	Magazines, journals	News-papers	Pamph-lets	Other items
Alameda	14,255	4,371	9,309	250	0	-----	1,550
Butte	1,815	600	285	28	7	150	-----
Calvaeras	1,499	400	50	15	0	100	-----
Colusa	230	85	140	5	0	0	-----
Contra Costa	6,000	1,750	900	88	3	600	20
El Dorado	1,617	2,225	386	90	1	-----	1,850
Fresno	10,251	1,000	400	135	0	-----	-----
Glenn	337	300	150	15	-	-----	-----
Kern	13,000	1,000	1,500	120	0	10,000	500
Kings	1,733	1,000	150	52	0	400	-----
Lake	450	650	-----	3	0	-----	-----
Lassen	1,686	1,653	190	68	0	641	147
Los Angeles	5,597	1,208	5,245	223	97	110	-----
Madera	1,000	650	75	---	3	100	-----
Mendocino	750	1,050	350	50	7	-----	-----
Merced	2,810	2,000	-----	77	5	-----	-----
Modoc	900	250	750	15	0	300	-----
Mono	500	500	75	15	0	250	-----
Monterey	1,500	1,838	300	120	7	-----	-----
Napa	475	350	200	35	0	50	-----
Orange	6,200	1,250	7,305	110	0	3,000	4,500
Placer	2,500	1,500	2,550	85	2	1,500	-----
Riverside	2,000	420	3,662	106	1	500	-----
Sacramento	4,379	2,747	1,636	97	0	-----	-----
San Diego	12,353	11,000	-----	200	5	17,000*	-----
San Joaquin	4,991*	750	-----	109	-	1,836	-----
San Luis Obispo	4,400	1,000	310	90	5	950	-----
San Mateo	12,652	4,120	2,000	103	1	3,500	-----
Santa Barbara	11,085	390	66	87	0	263	550
Santa Cruz	550	200	200	46	0	-----	-----
Shasta	2,300†	0	0	57	0	0	-----
Sonoma	3,200	770	700	70	0	420	-----
Stanislaus	10,178	443	300	83	8	0	-----
Sutter	995	646	107	16	0	380	-----
Tehama	428	1,063	25	8	2	3	-----
Trinity	300	100	100	7	0	50	-----
Tulare	6,020	1,350	200	104	13	311	-----
Ventura	4,000	300	-----	68	0	322	-----
Yolo	2,542	1,189	246	60	0	500	-----
Yuba	700	100	50	26	0	0	-----
Total	158,138	52,218	39,912	2,936	167	43,236	9,117
Average	3,953	1,305	998	73	4	1,081	228

* Includes curriculum manuals

† Includes curriculum manuals and pamphlets

Table VII-6

Physical Facilities of County School Libraries in Square Feet *

County	Reading room and stacks	Listening-viewing area	Conference room	Work and shipping area	Office area	Teachers' professional library	Other areas	Total square feet††
Alameda	1,008	---	---	2,192	120	2,200	480	6,000
Butte	2,130	50	---	528	120	240	-----	3,068*
Calaveras	-----	---	150	150	120	100	1,800	2,400
Colusa	-----	---	---	-----	---	-----	-----	7,766‡
Contra Costa	1,200	450	---	220	---	240	-----	2,110
El Dorado	1,047	---	---	853	72	-----	616	2,588
Fresno	3,988	---	---	3,882	---	-----	3,144	11,014
Glenn	-----	---	---	-----	---	-----	-----	13,000§
Kern	1,352	---	---	270	856	-----	-----	2,478
Kings	-----	---	---	1,200	---	300	-----	1,500
Lake	835	---	---	50	120	45	-----	1,050
Lassen	780	---	---	420	---	216	-----	1,416
Los Angeles	3,952	---	---	888	346	-----	-----	5,186
Madera	690	---	80	80	529	-----	-----	1,379
Mendocino	4,260	---	---	462	112	528	-----	5,362*
Merced	-----	---	---	-----	54	825	-----	-----
Modoc	1,200	---	---	111	49	12	988	2,360
Mono	120	216	120	216	100	120	-----	892
Monterey	-----	---	200	450	350	800	900	2,700
Napa	2,360	---	---	300	180	-----	-----	2,840
Orange	504	---	---	196	99	900	-----	1,699
Placer	-----	---	480	570	465	-----	1,032	2,547
Riverside	-----	---	---	-----	80	450	-----	530†
Sacramento	5,540	300	---	4,300	360	1,500	-----	12,000*
San Diego	1,056	8,808	---	10,496	442	3,442	-----	24,244*
San Joaquin	4,000	300	200	900	1,500	650	250	7,750*
San Luis Obispo	1,300	25*	---	108	108	216	216	1,973
San Mateo	1,200	---	---	-----	---	1,760	-----	2,960
Santa Barbara	5,100	---	---	45	120	800	48	6,113
Santa Cruz	1,600	---	96	400	400	400	-----	2,894
Shasta	-----	---	---	-----	---	468	-----	2,078§

Table VII-6 -- Continued

Physical Facilities of County School Libraries in Square Feet *

County	Reading room and stacks	Listening-viewing area	Conference room	Work and shipping area	Office area	Teachers' professional library	Other areas	Total square feet††
Sonoma----------	1, 549	200	200	216	189	180	-----	2, 534
Stanislaus -------	4, 169	---	---	450	540	600	-----	5, 750
Sutter -----------	-----	---	---	-----	100	200	1, 600	1, 900
Tehama ---------	-----	---	---	1, 200	625	100	-----	1, 925
Trinity ----------	-----	100	---	200	100	150	-----	550
Tulare ----------	2, 738	---	---	1, 020	210	532	-----	4, 500
Ventura ---------	2, 310	---	192	1, 534	96	250	-----	4, 382
Yolo------------	2, 489	---	---	319	143	1, 028	-----	3, 979
Yuba ------------	-----	---	---	-----	---	-----	-----	2, 145§

*Some space shared with audio-visual department.

† Excludes additional space in area centers.

‡ Space shared with county library.

§ One large room containing all activities.

†† The instructions stated: "Do not count the same area twice; be sure that the columns add up to the total square footage of the quarters. Add footnotes if necessary. Do not include areas in a separate audio-visual department."

Table VII-7

Schools in Which Depository Libraries Have Been Set up by County School Libraries*

County	Number of depository libraries, by level: Elementary	Junior high	Senior and four-year high	Total
Alameda	65	0	0	65
Butte	3	1	0	4
Calaveras	0	0	0	0
Colusa	3	2	0	5
Contra Costa	12	0	0	12
El Dorado	7	0	0	7
Fresno	24	3	0	27
Glenn	0	0	0	0
Kern	21	0	0	21
Kings	6	1	0	7
Lake	0	0	0	0
Lassen	2	0	0	2
Los Angeles	24	0	0	24
Madera	6	0	0	6
Mendocino	7	0	0	7
Merced	0	0	0	0
Modoc	0	0	0	0
Mono	5	0	0	5
Monterey	13	0	0	13
Napa	2	0	0	2
Orange	2	0	0	2
Placer	1	0	0	1
Riverside	0	0	0	0
Sacramento	39	2	0	41
San Diego	2	4	0	6
San Joaquin	2	0	0	2
San Luis Opispo	20	0	2	22
San Mateo	0	0	0	0
Santa Barbara	1	0	0	1
Santa Cruz	5	5	0	10
Shasta	8	0	0	8
Sonoma	36	0	0	36
Stanislaus	4	0	0	4
Sutter	2	0	0	2
Tehama	0	0	0	0
Trinity	16	0	0	16
Tulare	0	0	0	0
Ventura	71	1	2	74
Yolo	0	0	0	0
Yuba	6	0	0	6
Total	415	19	4	438

*"Depository libraries" are centralized libraries in individual schools where books are on long-term loan from the contract agency library.

Table VII-8

Procedures Used by Teachers to Obtain Materials from County School Libraries

County	Telephoned orders	Written orders	Selection at library	Kits sent by library	Selection from bookmobile	Delivery by consultants
Alameda	x	x	x	----	----	----
Butte	x	x	x	----	----	----
Calaveras	x	x	x	----	----	----
Colusa	x	x	x	----	----	x
Contra Costa	x	x	x	----	----	----
El Dorado	x	x	x	x	----	----
Fresno	x	x	x	----	----	----
Glenn	x	x	x	----	----	x
Kern	x	x	x	x	x	x
Kings	x	x	x	----	----	x
Lake	x	x	x	----	x	----
Lassen	x	x	x	----	----	x
Los Angeles	x	x	x	x	----	----
Madera	x	x	x	x	----	x
Mendocino	x	x	x	----	----	----
Merced	x	x	x	----	----	----
Modoc	x	x	x	----	----	----
Mono	x	x	x	x	----	----
Monterey	x	x	x	----	----	----
Napa	x	x	x	----	----	----
Orange	x	x	x	x	----	----
Placer	x	x	x	----	----	----
Riverside	x	x	x	----	----	----
Sacramento	x	x	x	x	----	----
San Diego	x	x	x	----	----	----
San Joaquin	x	x	x	x	----	----
San Luis Obispo	x	x	x	----	----	x
San Mateo	x	x	x	----	----	----
Santa Barbara	x	x	x	----	----	x
Santa Cruz	x	x	x	----	----	----
Shasta	x	x	x	x	----	----
Sonoma	x	x	x	----	----	x
Stanislaus	----	x	x	----	----	----
Sutter	x	x	x	x	----	----
Tehama	x	x	x	x	----	----
Trinity	x	x	x	x	x	----
Tulare	x	x	x	x	----	----
Ventura	x	x	x	x	----	----
Yolo	x	x	x	----	----	x
Yuba	x	x	x	----	x	----
Total	39	40	40	14	4	10
Percent	97.5	100.0	100.0	35.0	10.0	25.0

VIII

District Organization of School Library Services

One of the most glaring deficiencies in school libraries revealed by the School Library Research Project was the lack of school library personnel at the district level to supervise and coordinate library services. The level of specialized supervision has a direct correlation to the quality of a district's library program. This fact is supported by information reported by districts applying for Title II funds under the Elementary and Secondary Education Act. More libraries in individual schools, better plans for the strengthening of existing libraries and the starting of new ones, and more libraries approaching or meeting American Library Association standards were found in districts that had strong library supervision.

Standards of the American Library Association

Standards for library programs have been described by the American Library Association in its publication Standards for School Library Programs.[1]

Standards for School Library Supervision

The American Library Association has formulated the following principles for the organization and administration of the district or system office of school library supervision:

> In city school systems, in counties with a unified school system, and in co-operative arrangements involving two or more districts . . . a functional program of school library supervision coordinates school library services, facilitates organizational procedures, and helps schools to reach optimum standards for their school libraries. . . . The focus is always on the student: to help the teacher and the librarian to help the student, and to help the librarian to assist the classroom teacher.
>
> . . . .
>
> 1. In systems having five to seven or more schools with enrollments of 200 or more students, it is advantageous for the schools to have the services and facilities of school library supervision.

---

[1] Standards for School Library Programs. Prepared by the American Association of School Librarians. Chicago: American Library Association, 1960.

2. Qualified professional and clerical personnel are provided in sufficient number for an effective and efficient program of supervision.

. . . .

3. The rank and salary of school library supervisors and assistant supervisors are the same as those for other supervisory staff members in the school system of comparable professional education, experience, and responsibility.

4. Sufficient space and modern equipment are provided for the office of supervision.

5. Sufficient funds are provided for the operation of the office . . . .[2]

Responsibilities of the School Library Supervisor

Responsibilities of the school library supervisor have been described in detail in Standards for School Library Programs. In summary, the school library supervisor:

1. Serves as consultant for, and works closely with, the chief school administrators, supervisors, and staff members of other departments of the central school office in such matters as the following:
    - School library instruction
    - Planning and evaluating school library programs
    - Planning and staffing school libraries
    - Administering the school library budget
    - Participating in curriculum study and evaluation
    - Directing the materials center
    - Developing policies, procedures, and standards for the program of library services in the schools as related to all phases of the educational program
2. Provides guidance and leadership for the professional growth of librarians in the school system
3. Maintains a continuous program of evaluation and a program of good public relations[3]

---

[2] Ibid., pp. 42-43.

[3] Ibid., pp. 43-45.

Standards for a District Materials Center

Standards for School Library Programs states:

> . . . a district materials center is essential if a full program of instructional materials and services is to be provided for students, librarians, and teachers in the school.
>
> It must be stated emphatically, however, that the collections and services of district materials centers are not a substitute for the library program, personnel, and resources recommended in this book for schools having 200 or more students.[4]

Some general principles for the administration and organization of the center are also described in Standards for School Library Programs:

> 1. The most desirable location for the center is in the building where the offices of the curriculum co-ordinators . . . are located.
>
> . . . .
>
> 2. The school library supervisor . . . serves as the director of the collections in the center and of the services relating to the materials that are carried on within and from the center.
>
> The staff members under the direction of the school library supervisor . . . comprise three distinct units: the staff engaged in the program of school library supervision, . . . librarians serving two or more small schools, . . . and the staff for the work of the center itself.
>
> 3. Sufficient funds and staff are provided for the center.
>
> . . . .
>
> 4. The quarters of the center are functional in design and arrangement, with sufficient space and equipment so that the services and activities within the center can be carried on efficiently and effectively.[5]
>
> The materials center operating on a full-scale program contains the following collection of materials:
>
> 1. A professional library for teachers and librarians.
>
> . . . .
>
> 2. Model collections of books and other materials that teachers and school librarians may examine for the purpose of keeping informed about materials and for guidance in the selection of materials to be purchased or borrowed by their schools.

---

[4] Ibid., pp. 106-7.

[5] Ibid., pp. 108-9.

3. A "warehouse" or storage collection of books and other materials no longer needed by one or more schools but still not obsolescent, and available for other schools as loans or permanent acquisitions.

4. Depositories of materials to be sent to the schools on short and long-term loans.

. . . .

5. A core collection of general reference works.[6]

The many services and activities of the district materials center are also described in detail in Standards for School Library Programs.

District Organization in California

Table VIII-1 (page 158) reports data on library supervision in school districts with five or more schools. Heavily populated Los Angeles County, which had the greatest number of school districts, was very weak in library supervision. (This situation could not be attributed to the fact that districts without library supervisors were contracting for services with a county school library or other agency because relatively few of the large districts in Los Angeles County contract for library services.) In contrast, Contra Costa and San Mateo counties were comparatively strong in library supervision.

The survey also found that there is a correlation between the establishment of a library in a school and the leadership provided by the school library supervisor. In the San Francisco Bay area, for example, where there has been a trend toward individual school libraries, 52 large districts had school library supervisors. District library supervisors in the area meet regularly for exchange of ideas, informational programs, and cooperative planning and work toward library improvements.

Supervisory Services to School Libraries

School districts with programs of school library supervision are providing a variety of services. Typically, district programs include services needed in relation to the emphasis placed upon the library program, its stage of development at the local school level, and the number and size of the schools involved. Among the services commonly included are the following:

- Coordination of library programs in individual schools
- Evaluation, selection, acquisition, and processing of materials
- Collection of audio-visual materials to supplement materials available in individual schools

---

[6] Ibid., pp. 109-110.

- Procurement for teachers of professional materials more extensive than those in an individual school
- Provision for direct library services and materials for schools where libraries have not been established
- Inservice education programs for the librarians and teachers of the district
- Development of materials relating to library programs, such as aids for teaching library skills, courses of study, bibliographies, and handbooks
- Articulation of the library programs in the schools of the district
- Participation in curriculum planning
- Plans for new or remodeled library facilities
- Supervision of library personnel, including full- or part-time librarians, or teacher-librarians, as well as noncredentialed personnel in the district library center
- Preparation, coordination, and administration of a districtwide library budget

Two examples of library supervisory programs leading toward the development of superior elementary and high school libraries are those of the Long Beach Unified School District and the Pittsburg Unified School District. Long Beach is unique in that the district has had, in addition to its highly developed high school libraries, elementary school libraries for over 40 years. Elementary schools with an enrollment over 700 have full-time librarians. Smaller schools have part-time librarians one to four days a week. The library supervision program in Long Beach typifies the application of the principles for organization and administration of district school library supervision described by the American Library Association. Pittsburg began developing its library program in 1953 with the employment of a library supervisor; by 1958 it had library facilities, materials collections, and credentialed librarians in every school in the district.

Although many districts administer library programs separately from audio-visual programs, several districts are developing a combination of library, audio-visual, and other instructional materials services under one administration. Beverly Hills, Jefferson Elementary (Daly City), San Bruno Park, and San Mateo are examples of this administrative integration.

In the list that follows are districts which in 1964 reported school libraries in almost all elementary schools and full-time librarians or multischool librarians or teacher-librarians to serve those libraries. The list does not include those school districts maintaining libraries served by clerks or by teachers on extra duty. Multischool librarians served a number of schools in some districts listed.

District	County
Livermore Elementary School District	Alameda
San Leandro Unified School District	Alameda
Antioch Unified School District	Contra Costa
Mt. Diablo Unified School District	Contra Costa
Richland Elementary School District	Kern
Beverly Hills Unified School District	Los Angeles
Santa Monica Unified School District	Los Angeles
Rowland Elementary School District	Los Angeles
Riverside Unified School District	Riverside
Jefferson Elementary School District	San Mateo
San Bruno Park Elementary School District	San Mateo
San Mateo City Elementary School District	San Mateo
Lompoc Unified School District	Santa Barbara
Campbell Union Elementary School District	Santa Clara
Moreland Elementary School District	Santa Clara
Sunnyvale Elementary School District	Santa Clara
Hillsborough City Elementary School District	San Mateo

District Library Centers

For the purpose of this study, the term "district library center" is applied to those centralized collections of library books and materials from which individual teachers check out materials for the classroom or from which schools check out instructional materials for depository libraries. The use of this term is limited to centralized collections that had 6,000 volumes or more.

The district library center is an intermediate level in district library service; it lies between the classroom book collection and the centralized building library. The cost of this type of center is not as great as the cost of building libraries, but neither is its service to teachers and children as good. District library center service is similar to that provided to small rural schools by offices by county superintendents of schools; it is not recommended as more than a stopgap measure for schools too small or districts too impoverished to afford more adequate library service.

In 1966, a total of 81 districts in California had district library centers or centralized collections of 6,000 volumes or more. Of that number, 66 were located in southern California; 15 in northern California. These centers did not include county school libraries, which are operated by the offices of the county superintendents of schools and which provide direct services to districts contracting for library services (Table VIII-2, page 160).

The largest number of district library centers (31) was found in Los Angeles County. Neighboring Orange County had 12 centers. These counties, which have experienced enormous school population growth in recent years, represent more than half of the examples of this type of service in the state. Other southern counties with several district library centers were Riverside, San Bernardino, and San Diego counties.

The northern California counties of Alameda, Fresno, Humboldt, Kings, Marin, Mariposa, Merced, Monterey, Sacramento, San Mateo, Santa Clara, and Tulare had district library centers. However, these centers were usually limited to one or two school districts in each county, often the largest city district in the county. In the Bay area counties, for example, where there is a trend toward individual school libraries, only five school district centers existed at the time of the survey.

Although only 81 school district library centers are identified as such in this report, an additional 199 school districts reported small centralized collections from which some materials are circulated (Table VIII-3, page 162). Perhaps the best known of these centers is the one in the Torrance Unified School District. Teachers entering the "educational materials building" there take a shopping cart through the stacks to gather library books, filmstrips, films, study prints, kits, supplementary textbooks, models, and other instructional materials. An elevator large enough for the carts goes to the second floor, where additional materials are stored. Several curriculum consultants have offices in the center and are available for advice on the use and selection of materials. Printed materials are provided for use in elementary schools, but both high school and elementary teachers make use of the audio-visual materials. The center also maintains a professional library for use by all teachers.

One of the newest and largest of the district materials centers in southern California is that built for the San Diego City Unified School District. This center, which opened in the summer of 1965, provides shopping carts for teachers and a cable car which loops around the textbook depository area. Materials are stored by type; separate areas are for cataloging library and audio-visual materials. This instructional aids center provides library book services to all 138 elementary schools in the district. The collection includes graded samples of all titles and a classified subject collection for the use of teachers and supervisors. State textbook reserves are also housed in this center. It provides tools to assist teachers and librarians in the selection and acquisition of library materials. All library books are cataloged at the center, including those for high schools. A pool of high school textbooks is also stored in the center.

Library Statistics of Large School Districts

Table VIII-4 (page 164) provides selected data pertinent to library programs in the 175 largest school districts of the state which applied for funds during the initial year of the ESEA, Title II, program. They are included here to provide information frequently needed by districts for making comparisons and for planning library development.

Data provided reflect conditions as of February 15, 1966, the date for applications for Title II funds. The following explanations, by column, should be helpful in interpreting the data presented in Table VIII-4:

- School districts with enrollments of over 5,000. School districts with 5,000 or more students enrolled in kindergarten and grades one through twelve are listed alphabetically by county. The list does not include the six additional districts of this enrollment size which did not apply for Title II funds in 1965-66. Asterisks indicate districts that were contracting for complete or partial library book service with a county agency.
- Assessed valuation per unit of a.d.a. The adjusted and modified assessed valuation per unit of average daily attendance was computed by the Bureau of School Apportionments and Reports, State Department of Education, and the figures given for elementary pupils and high school students were those used in determining entitlements by the formula for Phase I of Title II. The adjusted and modified assessed valuation figures exclude summer school and adult school attendance.
- Enrollment, K-12. Private school enrollment is not included.
- Budgeted expenditure per student. The first figure is the average amount budgeted per student for books only; the second figure is the average amount budgeted per student for all printed and published and audio-visual materials included in the Title II program. Excluded are expenditures for textbooks, library supplies, equipment, salaries and wages, and building alterations. The sums reported by the districts were divided by the enrollments to determine these figures.
- Total books owned. This number includes all library books reported in elementary schools, in high schools, and in district materials centers. Textbooks, periodicals, and pamphlets were not included, nor were library books on loan from a county contract agency.
- Average books per student. This figure indicates the average number of library books per enrolled student. (The national standards are frequently interpreted as requiring a minimum of ten books per student, although the ratio can be much higher for small enrollments.)
- Number of librarians and teacher-librarians. The number of full-time equivalent librarians and teacher-librarians employed by the district is indicated here. Time for personnel working only part time in libraries was reported by decimal fractions representing that part of the average work week that personnel actually devote to library duties. District office librarians and teacher-librarians are included in the totals.

- Students per librarian. The number of students served per librarian (or teacher-librarian) was determined by dividing enrollment by the number of librarians or teacher-librarians. (National standards recommend one librarian for each 300-400 students.)
- Total public schools. The total includes public elementary and high schools but excludes junior colleges.
- Average books per school. The number of books owned by the district was divided by the number of public schools in the district to determine the average number of volumes owned per school. (National standards require a minimum of 6,000 volumes in a school library for either elementary or secondary schools.)

The averages for the 175 school districts are reported at the end of Table VIII-4.

Table VIII-1

School Library Supervision in Sizable California School Districts--1966

County	Districts with five or more schools		
	Districts	Districts with school library supervisors	Districts without school library supervisors
Alameda	13	8	5
Alpine	0	---	---
Amador	1	0	1
Butte	1	0	1
Calaveras	1	0	1
Colusa	1	0	1
Contra Costa	11	9	2
Del Norte	1	1	0
El Dorado	0	---	---
Fresno	5	2	3
Glenn	0	---	---
Humboldt	4	0	4
Imperial	3	2	1
Inyo	0	---	---
Kern	8	4	4
Kings	2	0	2
Lake	0	---	---
Lassen	0	---	---
Los Angeles	69	34	35
Madera	1	0	1
Marin	6	4	2
Mariposa	1	1	0
Mendocino	4	1	3
Merced	3	2	1
Modoc	0	---	---
Mono	0	---	---
Monterey	7	4	3
Napa	1	0	1
Nevada	0	---	---
Orange	23	14	9
Placer	2	1	1
Plumas	1	0	1
Riverside	11	5	6
Sacramento	7	3	4
San Benito	0	---	---
San Bernardino	16	8	8
San Diego	18	9	9
San Francisco	1	1	0
San Joaquin	5	4	1
San Luis Obispo	1	0	1
San Mateo	15	12	3
Santa Barbara	6	2	4
Santa Clara	24	16	8
Santa Cruz	2	2	0
Shasta	3	0	3
Sierra	1	0	1
Siskiyou	1	0	1
Solano	4	3	1
Sonoma	4	2	2

Table VIII-1--Continued

School Library Supervision in Sizable California School Districts--1966

County	Districts with five or more schools		
	Districts	Districts with school library supervisors	Districts without school library supervisors
Stanislaus-------	4	2	2
Sutter ----------	2	0	2
Tehama---------	0	---	---
Trinity ---------	0	---	---
Tulare----------	4	2	2
Tuolumne -------	0	---	---
Ventura---------	12	6	6
Yolo------------	4	2	2
Yuba -----------	0	---	---
Total----------	314	166	148
Percent -------	---	52.9	47.1

Table VIII-2

Centralized Book Collections in School Districts--1966*

County	District	Number of Books
Alameda	Fremont Unified	17,126
	Hayward Unified	11,000
Fresno	Fresno City Unified	65,925
Humboldt	Eureka City	20,000
Kern	Arvin Union Elementary	6,861
	Bakersfield City Elementary	36,727
	China Lake Joint Elementary	17,500
Kings	Hanford Elementary	13,363
Los Angeles	ABC Unified	55,600
	Arcadia Unified	26,328
	Baldwin Park Unified	26,580
	Bassett Unified	14,000
	Bellflower Unified	39,726
	Claremont Unified	6,400
	Compton City Elementary	96,305
	Culver City Unified	35,876
	Duarte Unified	11,059
	East Whittier City Elementary	64,875
	El Monte Elementary	11,733
	El Rancho Unified	51,965
	El Segundo Unified	35,265
	Hudson Elementary	36,719
	Lancaster Elementary	21,236
	Lawndale Elementary	28,610
	Los Angeles Unified	130,000
	Lowell Joint Elementary	42,918
	Montebello Unified	70,680
	Mountain View Elementary	7,985
	Norwalk-La Mirada City Unified	170,759
	Palos Verdes Peninsula Unified	50,000
	Paramount Unified	30,315
	Pasadena City Unified	176,587
	Pomona Unified	52,958
	Santa Monica Unified	11,220
	South Pasadena Unified	9,200
	Temple City Unified	17,345
	Torrance Unified	300,000
	Valle Lindo Elementary	14,000
	West Covina Unified	79,000
Marin	Mill Valley Elementary	14,000
Mariposa	Mariposa County Unified†	12,000
Merced	Merced City Elementary	21,665
Monterey	Monterey City Elementary	13,869
Orange	Anaheim City Elementary	20,118
	Centralia Elementary	12,000
	Costa Mesa Union Elementary	40,000
	Fountain Valley Elementary	15,000
	Fullerton Elementary	27,375
	Garden Grove Unified	78,257
	La Habra City Elementary	23,845
	Los Alamitos Elementary	14,125
	Ocean View Elementary	10,000

Table VIII-2--Continued

Centralized Book Collections in School Districts--1966*

County	District	Number of Books
	Orange Unified	35,067
	Tustin Elementary	25,000
	Westminster Elementary	16,478
Riverside-------	Alvord Unified	21,624
	Banning Unified	9,000
	Hemet Valley Union Elementary	9,000
	Indio Elementary	20,724
	Jurupa Unified	8,754
	Riverside Unified	15,000
Sacramento -----	North Sacramento Elementary	10,000
San Bernardino--	Barstow Union Elementary	17,450
	Bloomington Elementary	13,285
	Colton Joint Elementary	6,210
	Fontana Unified	95,000
	Morongo Unified	10,000
	Ontario Elementary	22,858
	Redlands Unified	16,198
	San Bernardino City Unified	170,009
San Diego-------	Chula Vista City Elementary	15,000
	La Mesa-Spring Valley City Elementary	91,739
	Oceanside Union Elementary	25,000
	San Diego City Unified	458,607
San Mateo ------	Jefferson Elementary	32,500
Santa Barbara---	Santa Barbara City Elementary	40,400
Santa Clara -----	San Jose City Unified	109,549
Tulare ---------	Porterville City Elementary	6,254
	Visalia City Elementary	9,105
Ventura --------	Oxnard Elementary	56,363
	San Buenaventura City Elementary	23,271

*District library centers or other centralized book collections of over 6,000 volumes for circulation to individual schools or teachers. Eighty-one collections exceeded 6,000 volumes. Source of these data was applications for ESEA, Title II, funds.

†One countywide school district.

Table VIII-3

Circulation of Library Books from Centralized District Collections--1966*

County	Number of districts		Number of volumes		
	Reporting	With centralized collections	Total	Range	Average
Alameda	18	9	40,175	200--17,126	4,464
Alpine	0	----	----	----	----
Amador	2	0	----	----	----
Butte	16	0	----	----	----
Calaveras	4	0	----	----	----
Colusa	2	0	----	----	----
Contra Costa	17	6	8,265	254--4,066	1,378
Del Norte	1	1	2,523	----	----
El Dorado	17	0	----	----	----
Fresno	55	1	65,925	----	----
Glenn	16	1	13,051	----	----
Humboldt	31	2	20,050	50--20,000	10,025
Imperial	13	1	300	----	----
Inyo	8	0	----	----	----
Kern	30	8	69,371	153--36,727	8,671
Kings	12	2	16,228	2,865--13,363	8,114
Lake	6	0	----	----	----
Lassen	13	0	----	----	----
Los Angeles	72	57	1,741,010	50--300,000	31,143
Madera	19	0	----	----	----
Marin	15	4	16,664	300--14,000	4,166
Mariposa	1	1	12,000	----	----
Mendocino	9	0	----	----	----
Merced	17	1	21,665	----	----
Modoc	10	1	1,900	----	----
Mono	0	----	----	----	----
Monterey	17	4	18,981	120--13,869	4,745
Napa	4	0	----	----	----
Nevada	7	0	----	----	----
Orange	24	19	310,443	20--78,257	16,339
Placer	19	1	600	----	----
Plumas	1	1	3,000	----	----
Riverside	20	9	88,083	650--20,724	9,787
Sacramento	15	3	12,150	650--10,000	4,050
San Benito	14	0	----	----	----
San Bernardino	38	12	352,692	100--170,009	29,391
San Diego	34	11	594,904	120--458,607	54,082
San Francisco	1	0	----	----	----
San Joaquin	56	1	4,531	----	----
San Luis Obispo	17	1	2,520	----	----
San Mateo	21	10	44,675	360--32,500	4,468
Santa Barbara	21	4	42,792	400--40,400	10,698
Santa Clara	34	15	125,487	22--109,549	8,366
Santa Cruz	6	0	----	----	----
Shasta	30	0	----	----	----
Sierra	1	0	----	----	----
Siskiyou	14	0	----	----	----
Solano	16	2	4,625	625--4,000	2,313
Sonoma	45	2	6,000	2,300--3,700	3,000
Stanislaus	32	1	330	----	----

Table VIII-3--Continued

Circulation of Library Books from Centralized District Collections--1966*

County	Number of districts		Number of volumes		
	Reporting	With centralized collections	Total	Range	Average
Sutter	14	0	----	----	----
Tehama	18	0	----	----	----
Trinity	13	0	----	----	----
Tulare	57	3	19,493	4,134-- 9,105	6,498
Tuolumne	16	1	3,400	----	----
Ventura	25	5	83,785	147-- 56,363	16,757
Yolo	8	0	----	----	----
Yuba	6	0	----	----	----
All districts	1,048	199	3,747,618	20--458,607	18,832
Percent	----	19.0	----	----	----

*Although 81 school districts reported district library centers or centralized book collections of 6,000 or more volumes (see Table VIII-2), 199 school districts reported some centralized book collections which circulate to schools. Source of these data was applications for ESEA, Title II, funds.

Table VIII-4

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a. d. a.		Enroll-ment K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Ele-mentary	High school		Books	All materials						
Alameda County											
Alameda City Unified	$11,735	$27,234	11,328	$ 2.19	$ 3.19	50,852	4.5	7	1,618	16	3,178
Berkeley City Unified	18,795	37,796	15,698	3.25	4.40	114,572	7.3	12	1,308	18	6,365
Castro Valley Unified	7,018	15,454	8,245	6.79	7.07	64,164	7.8	4	2,061	18	3,565
Fremont Unified	7,202	26,458	28,087	4.77	7.49	127,002	4.5	5	5,617	40	3,175
Hayward Unified	7,468	20,600	29,818	3.76	6.02	176,200	5.9	10	2,982	47	3,749
Livermore Elementary	8,337	----	6,422	5.27	9.12	83,330	6.0	6	1,070	10	8,333
Newark Unified	6,442	22,569	7,074	4.72	9.54	30,574	4.3	3	2,358	11	2,779
New Haven Unified	7,746	24,044	5,194	2.84	7.19	22,376	4.3	2	2,597	8	2,797
Oakland City Unified	16,298	43,102	61,943	2.88	3.39	815,124	13.2	40.5	1,529	88	9,263
San Leandro Unified	22,862	41,942	10,770	2.99	4.07	87,424	8.1	10	1,077	16	5,464
San Lorenzo Unified	6,164	13,816	17,659	2.55	5.01	156,687	8.9	7	2,523	26	6,026
Butte County											
Chico Unified	12,266	28,903	9,488	3.59	5.98	53,646	5.7	5	1,898	21	2,555
Contra Costa County											
Acalanes Union High	----	27,138	6,300	2.87	4.89	49,200	7.8	5	1,260	5	9,840
Antioch Unified	25,002	59,613	6,302	1.94	3.02	67,439	10.7	6	1,050	9	7,493
Martinez Unified	14,384	33,945	5,063	3.78	5.41	29,952	5.9	3	1,688	10	2,995
Mt. Diablo Unified	7,003	19,426	43,794	2.52	5.23	276,093	6.3	33	1,327	49	5,635
Pittsburg Unified	27,781	76,734	6,378	4.35	7.39	79,644	12.5	10	638	11	7,240
Richmond Unified	12,215	31,429	43,390	1.95	2.83	206,008	4.7	19.8	2,191	59	3,492
San Ramon Valley Unified	12,095	28,408	5,861	11.52	13.76	40,112	6.8	6.8	862	10	4,011
Fresno County											
Clovis Unified	8,132	24,980	7,265	2.51	4.81	14,368	2.0	1	7,265	11	1,306
Fresno City Unified	9,364	24,823	54,953	5.28	6.86	176,760	3.2	27	2,035	73	2,421
Humboldt County											
Eureka City Elementary and High	13,461	18,844	8,143	2.28	3.64	41,393	5.1	5	1,629	13	3,184

Table VIII-4--Continued

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a. d. a.		Enrollment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Elementary	High school		Books	All materials						
Kern County											
Bakersfield City Elementary	$ 7,189	$ ----	24,263	$ .90	$ 2.20	52,201	2.2	2	12,132	34	1,535
Kern County Joint Union High	----	32,892	17,442	2.23	4.73	108,114	6.2	15	1,163	11	9,829
Los Angeles County											
ABC Unified	7,585	26,139	14,499	1.53	3.35	70,056	4.8	5	2,900	22	3,184
Alhambra City	19,585	35,707	16,558	4.49	7.03	64,008	3.9	3	5,519	16	4,001
Antelope Valley Union High	----	29,604	5,439	2.76	4.23	21,133	3.9	4	1,360	3	7,044
Arcadia Unified	17,065	35,557	9,856	3.51	5.50	60,080	6.1	5	1,971	11	5,462
Azusa Unified	6,659	21,877	12,669	1.52	2.83	72,887	6.8	3	4,223	17	4,287
Baldwin Park Unified	4,775	16,051	11,896	2.72	3.70	51,014	4.3	4	2,974	16	3,188
Bassett Unified	5,001	35,310	7,569	2.19	3.71	29,200	3.9	1	7,569	11	2,655
Bellflower Unified	8,818	19,959	12,700	2.17	2.88	54,226	4.3	8	1,588	18	3,013
Bonita Unified	8,364	23,534	5,686	3.29	4.36	20,500	3.6	2	2,843	13	1,577
Centinela Valley Union High	----	32,088	6,708	6.26	7.53	33,287	5.0	4	1,678	4	8,322
Charter Oak Union High	5,161	17,527	8,437	2.55	5.23	46,869	5.6	2	4,218	15	3,125
Claremont Unified	10,705	29,603	6,653	4.83	6.80	45,435	6.8	3	2,218	9	5,048
Compton City Elementary	7,979	----	17,718	1.35	2.41	96,305	5.6	1	17,178	20	4,815
Compton Union High	----	10,893	8,054	5.94	8.82	60,059	7.5	6	1,342	6	10,010
Covina-Valley Unified	8,167	22,565	17,933	2.80	4.73	131,220	7.3	4	4,483	25	5,249
Culver City Unified	21,937	48,892	7,214	6.56	9.89	74,479	10.3	3	2,405	11	6,771
Downey Unified	12,760	27,135	19,948	2.80	4.61	99,778	5.0	7	2,850	25	3,991
East Whittier City Elementary	7,621	----	12,717	2.11	3.57	102,520	8.1	1	12,717	16	6,408
El Monte Elementary	10,785	----	9,264	.57	3.29	36,677	4.0	0	(10,785)	23	1,595
El Monte Union High	----	25,358	6,678	1.43	1.62	48,921	7.3	4	1,670	3	16,307
El Rancho Unified	7,430	20,137	13,590	5.43	6.61	80,612	5.9	6	2,265	17	4,742
Garvey Elementary	6,206	----	5,758	2.04	3.75	23,828	4.1	2	2,879	9	2,648
Glendale Unified	16,702	39,116	23,907	3.11	4.13	113,295	4.7	8	2,988	31	3,655

Table VIII-4--Continued

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a.d.a.		Enroll-ment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Ele-mentary	High school		Books	All materials						
Glendora Unified----	$ 7,551	$19,860	8,892	$ 4.18	$ 7.49	60,800	6.1	15	1,455	13	4,677
Hawthorne Elementary----------	14,710	----	5,443	.92	5.83	2,014	.4	0	(14,710)	9	224
Hudson Elementary -	5,072	----	19,447	3.66	4.89	88,404	4.5	1	19,447	32	2,763
Inglewood Unified---	20,950	41,049	13,267	4.28	7.51	72,644	5.5	17	780	17	4,273
Lancaster Elementary	9,140	----	6,981	4.33	5.48	21,236	3.0	1	6,981	10	2,124
La Puente Union High	----	20,546	8,599	7.77	9.31	42,039	4.9	4	2,150	4	10,510
Lawndale Elementary	5,984	----	6,803	.22	1.39	45,784	6.7	4	1,701	11	4,162
Little Lake City Elementary-------	5,294	----	6,932	1.21	4.24	29,362	4.2	2	3,466	11	2,669
Long Beach Unified -	15,755	34,903	70,591	2.60	3.76	862,055	12.2	69.8	1,023	75	11,494
Los Angeles Unified-	14,873	39,154	619,447	1.90	3.12	1,933,596	3.1	177	3,500	564	3,428
Lowell Joint Elementary----------	8,784	----	6,653	2.78	3.90	68,025	10.2	1	6,653	11	6,184
Lynwood Unified----	12,205	24,795	6,717	2.00	4.46	26,796	4.0	2	3,359	10	2,680
Manhattan Beach City Elementary---	11,394	----	5,042	3.61	4.28	48,177	9.6	2	2,521	10	4,818
Monrovia Unified ---	13,799	31,582	7,043	6.18	8.69	52,481	7.5	2	3,522	9	5,831
Montebello Unified --	21,077	61,296	24,544	2.15	4.28	139,417	5.7	8	3,068	25	5,577
Mountain View Elementary----------	7,081	----	5,572	1.30	3.01	10,377	1.9	1	5,572	9	1,153
Norwalk-La Mirada City Unified-------	5,366	17,049	32,310	1.65	3.16	217,869	6.7	6	5,385	36	6,052
Palos Verdes Peninsula Unified-------	14,293	36,904	13,259	6.49	7.85	91,400	6.9	7	1,894	17	5,376
Paramount Unified --	9,269	29,208	9,867	3.67	4.70	55,387	5.6	3	3,289	13	4,261
Pasadena City Unified-----------	17,500	42,090	31,638	3.76	4.72	265,687	8.4	13	2,434	38	6,992
Pomona Unified-----	10,280	29,417	20,084	3.79	5.39	109,021	5.4	8	2,511	27	4,038
Redondo Beach City Elementary-------	14,410	----	9,398	2.13	2.80	67,640	7.2	5	1,880	17	3,979
Rowland Elementary	5,052	----	11,033	4.35	5.75	56,528	5.1	3	3,678	17	3,325
Santa Monica Unified	37,160	78,676	12,118	6.89	8.99	141,521	11.7	17	713	14	10,109
South Bay Union High	----	35,030	6,672	1.69	2.58	48,577	7.3	4	1,668	4	12,144
Torrance Unified --	11,297	30,858	33,221	5.79	8.15	385,506	11.6	9	3,691	38	10,145
West Covina Unified-	6,501	17,086	13,848	3.44	4.56	107,000	7.7	6	2,308	19	5,632
Whittier Union High -	----	21,098	14,176	3.16	5.63	79,014	5.6	7	2,025	7	11,288

Table VIII-4--Continued

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a.d.a.		Enroll-ment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Elementary	High school		Books	All materials						
Marin County											
Novato Unified	8,053	28,386	9,236	2.84	6.75	56,024	6.1	6	1,539	14	4,002
San Rafael City Elementary and High	21,717	40,200	8,445	4.73	6.68	48,043	5.7	4	2,111	15	3,203
Tamalpais Union High	----	41,074	5,472	6.57	9.78	31,603	5.8	6	912	3	10,534
Merced County											
Merced City Elementary	8,332	----	6,446	2.49	3.32	46,063	7.1	6	1,074	11	4,188
Monterey County											
Monterey City Elementary and Union High	11,391	16,970	18,564	2.58	3.73	119,570	6.4	20	928	26	4,599
Salinas City Elementary	15,203	----	5,928	1.96	3.74	14,034	2.4	0	(5,928)	12	1,170
Salinas Union High	----	40,335	7,171	3.76	5.33	36,665	5.1	5	1,434	5	7,333
Napa County											
Napa Valley Unified	9,743	23,343	13,890	1.56	4.96	67,300	4.8	10.8	1,286	29	2,321
Orange County											
Anaheim City Elementary	15,201	----	15,276	.47	1.13	20,118	1.3	4	3,819	22	914
Anaheim Union High	----	15,362	28,023	3.57	3.95	132,000	4.7	19	1,475	19	6,947
Centralia Elementary	7,001	----	7,443	1.88	3.46	22,000	3.0	1	7,443	10	2,200
Costa Mesa Union Elementary	11,023	----	11,910	2.71	4.37	40,000	3.4	5	2,382	24	1,667
Cypress Elementary	6,354	----	5,367	2.91	4.85	4,250	.8	1	5,367	8	501
Fountain Valley Elementary	6,440	----	5,414	1.63	6.87	15,000	2.8	0	(5,414)	8	1,875
Fullerton Elementary	11,878	----	13,355	2.76	4.35	35,364	2.6	3	4,452	20	1,768
Fullerton High	----	29,159	12,428	5.88	9.42	76,230	6.1	6	2,071	6	12,705

Table VIII-4--Continued

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a.d.a		Enroll-ment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Ele-mentary	High school		Books	All materials						
Garden Grove Unified	$ 5,856	$18,893	47,117	$ 3.89	$ 5.09	151,545	3.2	19	2,480	66	2,296
Huntington Beach Union High	----	37,730	8,994	13.29	15.01	55,542	6.2	4	2,249	4	13,886
La Habra City Elementary	9,635	----	5,985	2.51	4.00	32,217	5.4	3	1,995	11	2,929
Newport Harbor Union High	----	42,453	6,959	7.78	9.58	34,831	5.0	4	1,740	4	8,708
Ocean View Elementary	5,984	----	10,003	1.30	2.16	10,000	1.0	1	10,003	29	345
Orange Unified	9,526	29,467	22,402	4.24	5.39	113,149	5.1	8	2,800	27	4,191
Placentia Unified	13,906	49,870	7,788	2.44	4.08	29,513	3.8	2	3,894	11	2,683
Tustin Elementary	10,648	----	8,227	2.29	3.46	100,000	12.2	2	4,114	15	6,667
Westminster Elementary	5,835	----	12,432	1.85	2.90	26,005	2.1	3.5	3,552	22	1,182
Riverside County											
Alvord Unified	6,082	20,999	7,836	5.85	7.99	37,262	4.8	4	1,959	11	3,387
Corona Unified	10,965	34,389	11,120	4.17	4.65	42,574	3.8	1	11,120	17	2,504
Jurupa Unified	7,107	23,178	7,676	3.87	5.27	24,739	3.2	2	3,838	11	2,249
Palm Springs Unified	41,897	98,757	5,620	3.61	5.77	50,636	9.0	4	1,405	9	5,626
Riverside Unified	10,985	26,446	25,685	3.31	4.48	150,130	5.8	18	1,427	36	4,170
Sacramento County											
Elk Grove Unified	11,397	33,707	7,006	1.97	6.34	17,500	2.5	3	2,335	14	1,250
Grant Joint Union High	----	12,348	12,129	1.17	2.86	67,400	5.6	6	2,022	13	5,185
North Sacramento Elementary	12,542	----	5,791	.62	.70	40,000	6.9	0	(5,791)	13	3,077
Rio Linda Union Elementary	6,795	----	9,404	.47	4.04	6,000	.6	1	9,404	18	333
Sacramento City Unified	12,548	29,836	49,738	1.38	2.51	229,806	4.6	25.3	1,974	71	3,237
San Juan Unified	8,247	20,875	50,029	2.22	6.17	162,129	3.2	8	6,254	71	2,284

Table VIII-4--Continued

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a.d.a.		Enroll-ment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Ele-mentary	High school		Books	All materials						
San Bernardino County											
Barstow Union Elementary	$ 7,241	$ ----	5,182	$ .28	$ 5.88	25,950	5.0	2	2,591	9	2,883
Chaffey Union High	----	30,693	8,802	3.72	4.82	67,356	7.7	4	2,200	4	16,839
Chino Unified	10,231	29,521	7,225	1.72	2.41	3,122	.4	1	7,225	10	312
Fontana Unified	13,260	38,865	11,685	3.71	6.69	145,000	12.4	2	5,843	16	9,063
Ontario Elementary	7,572	----	16,624	3.08	3.65	30,194	1.8	1	16,624	27	1,118
Redlands Unified	12,488	30,506	11,358	4.33	5.31	47,966	4.2	8	1,420	18	2,665
Rialto Unified	6,691	19,605	10,613	4.56	5.93	89,498	8.4	4	2,653	12	7,458
San Bernardino City Unified	9,317	24,758	36,971	3.33	3.85	340,018	9.2	12	3,081	53	6,415
Upland Elementary	9,509	----	5,136	.97	2.40	19,136	3.7	0	(5,136)	9	3,189
San Diego County											
Cajon Valley City Elementary	8,978	----	10,754	1.39	3.47	74,402	6.9	4	2,689	19	3,916
Chula Vista City Elementary	12,079	----	11,809	1.52	3.30	50,000	4.2	6	1,968	20	2,500
Escondido City Elementary	10,781	----	5,884	4.46	6.31	27,885	4.7	3	1,961	9	3,098
Grossmont Union High	----	19,064	15,098	2.89	4.90	107,286	7.1	11	1,373	10	10,729
La Mesa Spring Valley Elementary	8,153	----	13,696	2.41	4.89	126,436	9.2	5	2,739	20	6,322
National Elementary	10,211	----	5,137	.19	5.55	280	.1	0	(5,137)	8	35
Oceanside Union Elementary	8,950	----	6,357	2.73	5.18	36,809	5.8	3	2,119	12	3,067
San Diego City Unified	11,946	31,838	118,653	3.07	6.11	787,632	6.6	34	3,490	147	5,358
Sweetwater Union High	----	13,624	14,822	4.72	7.52	90,578	6.1	12	1,235	24	3,774
San Francisco County											
San Francisco Unified	26,961	52,434	92,857	1.13	1.99	306,848	3.3	50	1,857	128	2,397

Table VIII-4--Continued

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a.d.a.		Enroll-ment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Ele-mentary	High school		Books	All materials						
San Joaquin County											
Stockton City Unified----------	$ 9,179	$24,053	31,411	$ 1.59	$ 2.93	162,440	5.2	13.9	2,260	46	3,531
San Luis Obispo County											
San Luis Coastal Unified----------	----	----	6,898	3.49	6.96	41,480	6.0	4.5	1,533	20	2,074
San Mateo County											
Jefferson Elementary -------------	9,648	----	9,558	7.59	8.89	72,950	7.6	7	1,365	20	3,648
Jefferson Union High	----	26,606	6,319	3.81	4.89	48,387	7.7	4	1,580	4	12,097
Laguna Salada Union Elementary-------	5,204	----	8,365	3.44	5.03	37,500	4.5	0	(8,365)	13	2,885
Ravenswood City Elementary-------	8,522	----	5,689	3.39	4.67	48,100	8.5	1	5,689	11	4,373
Redwood City Elementary-------	16,262	----	10,750	3.07	4.22	84,239	7.8	4	2,688	19	4,434
San Mateo City Elementary-------	15,868	----	12,003	3.17	5.58	87,467	7.3	9	1,334	25	3,499
San Mateo Union High -------------	----	42,339	10,760	6.43	9.27	75,201	7.0	8	1,345	8	9,400
Sequoia Union High -	----	38,386	11,958	5.32	7.02	96,516	8.1	6	1,993	6	16,086
South San Francisco Unified----------	15,089	41,550	11,778	6.05	8.21	55,692	4.7	8	1,472	16	3,481
Santa Barbara County											
Goleta Union Elementary---------	16,172	----	5,236	8.16	13.07	21,656	4.1	5	1,047	10	2,166
Lompoc Unified ----	8,927	33,030	13,554	11.36	12.86	101,520	7.5	11	1,323	17	5,972
Santa Barbara City Elementary and High	25,316	30,674	16,357	4.61	6.70	113,054	6.9	9	1,817	20	5,653
Santa Maria City Elementary-------	13,441	----	6,283	4.85	5.95	36,439	5.8	2	3,142	11	3,313
Santa Clara County											
Alum Rock Union Elementary-------	4,898	----	13,179	.76	1.70	24,782	1.9	4	3,295	21	1,180

Table VIII-4--Continued
Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a. d. a.		Enrollment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Elementary	High school		Books	All materials						
Cambrian Elementary	$ 6,544	$ ----	5,444	$ 1.52	$ 3.59	15,759	2.9	1.6	3,403	9	1,751
Campbell Union Elementary	10,468	----	11,141	6.22	7.34	89,315	8.0	5	2,228	19	4,701
Campbell Union High	----	24,038	11,171	3.13	5.50	45,807	4.1	6	1,862	6	7,635
Cupertino Union Elementary	7,523	----	20,804	2.78	4.04	120,000	5.8	8	2,601	37	3,243
East Side Union High	----	28,717	8,829	1.54	2.60	45,172	5.1	7	1,261	6	7,529
Fremont Union High	----	30,129	10,019	9.57	13.92	52,836	5.3	5	2,004	6	8,806
Los Altos Elementary	14,983	----	5,980	5.02	9.41	63,364	10.6	4.5	1,329	14	4,526
Moreland Elementary	6,709	----	9,190	4.20	6.06	43,939	4.8	5	1,838	16	2,746
Palo Alto City Unified	19,211	43,198	15,710	9.92	12.43	194,061	12.4	14	1,122	29	6,692
San Jose City Unified	15,668	39,638	30,916	2.91	4.01	226,271	7.3	12.5	2,473	43	5,262
Santa Clara Unified High School Level	----	29,152	5,612	8.37	10.93	33,817	6.0	4	1,403	4	8,454
Sunnyvale Elementary	13,184	----	10,280	2.73	4.42	89,256	8.7	14	734	18	4,959
Union Elementary	5,162	----	9,027	.53	1.59	34,158	3.8	2	4,514	15	2,277
Santa Cruz County											
Pajaro Valley Unified	10,578	31,434	10,036	2.81	6.31	35,471	3.5	3.5	2,867	17	2,087
Santa Cruz City	22,607	29,354	7,290	5.05	10.81	40,091	5.5	1	7,290	11	3,645
Solano County											
Vallejo City Unified	8,114	20,974	15,975	2.04	3.14	101,053	6.3	6	2,663	23	4,394
Sonoma County											
Petaluma City Elementary and High	12,379	16,426	5,020	6.10	9.44	29,600	5.9	7	717	10	2,960
Santa Rosa City Elementary and High	21,545	17,849	15,096	2.73	3.50	55,468	3.7	6	2,516	16	3,467

Table VIII-4--Continued

Library Statistics of Larger School Districts Applying for Title II Funds--1966

School districts with enrollments of over 5,000	Assessed valuation per unit of a.d.a.		Enroll-ment, K-12	Budgeted expenditure per student		Total books owned	Average books per student	Number of librarians and teacher-librarians	Students per librarian	Total public schools	Average books per school
	Ele-mentary	High school		Books	All materials						
Stanislaus County											
Modesto City Elementary and High-	$10,082	$27,595	18,890	$ 2.17	$ 3.88	143,326	7.6	6	3,148	29	4,942
Tulare County											
Visalia City Elementary and Union High-------	10,241	28,058	9,184	2.50	4.02	32,781	3.6	5.5	1,670	18	1,821
Ventura County											
Hueneme Elementary-------------	6,095	----	6,655	13.12	17.52	28,935	4.3	1	6,655	10	2,894
Oxnard Elementary	14,522	----	8,157	3.00	4.62	69,002	8.5	3	2,719	13	5,308
Oxnard Union High-	----	35,556	9,441	5.27	6.97	48,187	5.1	5	1,888	5	9,637
San Buenaventura City Elementary--	27,872	----	5,974	2.42	4.61	23,271	3.9	1	5,974	12	1,939
Simi Valley Unified	5,930	24,656	15,035	1.10	4.12	43,284	2.9	4	3,759	18	2,405
Ventura Union High	----	33,466	6,812	3.52	5.23	46,885	6.9	6	1,135	6	7,814
Yolo County											
Washington Unified	9,638	26,176	5,955	2.17	4.36	11,977	2.0	3	1,985	12	998
Woodland Joint Unified----------	16,605	40,499	6,343	6.61	10.35	30,830	4.9	1	6,343	18	1,713
Average for 175 districts	$11,608	$30,828	17,881	$ 3.55	$ 5.51	97,041	5.4	7.7	2,312	23	4,235

It is in the elementary school that
lifetime habits and attitudes toward
reading are developed--Francis Keppel
Photo by Jim Henderson

JOHNNY TEXAS

IX

Cooperation of Community Libraries and School Libraries

Student use of libraries other than those in schools is difficult to measure because the focus of inquiry lies outside the normal interest of the public schools. However, there is a wealth of evidence that a problem exists in this area.

The "Student Problem" in Community Libraries

Before 1960 only a few communities in urban areas felt the pressure of students filling reading rooms in public libraries and seeking materials not available in schools. With the advent of Sputnik and the much-chronicled space age, a full-fledged student problem began to emerge.

Curricula were changed to encompass the explosion of scientific knowledge. Summer institutes were sponsored to enable teachers to become acquainted with new subject matter to teach and new materials to use. First concerned with science, mathematics, and foreign languages, these institutes have since been expanded to include all the social sciences, language arts, and humanities. Experimental curricula in biology, physics, chemistry, mathematics, linguistics, economics, and anthropology -- to name a few -- have created vast new fields of reading to explore. Armed with bibliographies from inservice education courses and teaching guides to the new textbooks, teachers have often automatically included listed references in the required reading for students. An increased emphasis upon college attendance and the learning of study skills to enable students to meet increased competition for college admission have been added to this expansion of subject matter. And renewed emphasis upon research has created difficult assignments in a great variety of subjects.

Another factor increasing the demand for learning materials is the emphasis upon challenging gifted students. The Project on the Academically Talented Student, under the sponsorship of the National Education Association, has produced a series of study guides for gifted high school students in each academic area. Accelerated programs were created to allow students with high academic potential to proceed as rapidly as possible. Honors courses have become a separate curriculum track in many junior high schools and senior high schools.

Coupled with the new materials are new methods of teaching. An explosion in the number of students together with a shortgage of teachers has stimulated a number of studies in better staff utilization. Out of these have emerged variations of student grouping called by such names as the Trump Plan, Newton Plan, Nongraded Plan, Dual Progress Plan, and many others. Features common to all are the use of master teachers for groups larger than traditional classes, discussion and analysis in smaller groups, and much research, inquiry, and discovery.

In California as elsewhere in the nation, new schools were being built to house the growing numbers of students. Between 1957 and 1964, enrollment in grades one through fourteen increased from 2,950,705 to 4,381,290. Many districts opened two or more new schools each term and were hard put to stock library shelves adequately, for it takes a minimum of five years to build an adequate collection for a high school. Thus, the inevitable time lag created a deficiency in school library resources even where sufficient funds and personnel were allocated. Rapidly expanding districts were pressed for funds in all areas, and in many places the library was not high on the priority list for expenditures. It was not until 1964 that funds for a basic book collection were included in the expenditures allowed under state aid. Elsewhere in this survey, statistics show that school libraries have not kept up with either instructional programs or student populations in California.

These, then, are some of the factors contributing to the condition known as the student problem, which emerged full blown in reading rooms of public libraries all over the nation. Main components of the problem are reflected in statements by school and public library administrators who met in California communities beginning in 1959:

- Public libraries cannot buy materials specifically for students. School people do not realize that demands made on the public library are from all age levels and that book budgets make it impossible for most libraries to buy materials specifically to fill the needs of school students.
- Teachers are unfamiliar with public library materials. Many teachers have never visited the library and are not familiar with the collections in the libraries which their students use.
- School assignments are often unrealistic. Unrealistic school assignments are a big headache for librarians. Teachers do not verify availability of material before making specific assignments; they give extra credit for illustrations for papers; and they require stated numbers of references in books, periodicals, and pamphlets.
- Materials are sometimes inadequate for use by large numbers of students. Teachers should inform the library of assignments requiring the use of the same materials by a large number of students.
- Student discipline can be a problem. The problem of student discipline in the library is a problem not for school personnel but for the librarian to solve.
- "Outside" students can overload a library. The crowding in some libraries is caused by students from other cities on a "roam for research" assignment. Apparently, no consideration is given by the teacher to the load of work imposed on another library which is already overloaded by its own patrons.

Community Library Services for Students

In trying to cope with the student problem, many California community libraries have issued policy statements defining their areas of service. Common points in these are reflected in the policy adopted by the Public Library Section of the California Library Association at its state conference in 1960:

1. The public library serves as a center of informal education for "all ages and groups in the population." It has an obligation to students as an important segment of its clientele. Public library service to students, however, is necessarily different from that given to them by the schools: the "materials, services, personnel, and physical facilities" of the public library are available to students as one part, not the whole, of the library's community.

2. The public library's role in meeting student needs is to be a resource for extending, enlarging, and enriching the student's school experience; to meet the student's individual interests; and to stimulate his awareness of books as a help in enlarging his own inner resources and capacities so that he can mature into creative adulthood. It is not the public library's role to serve as a study hall, a social meeting place, or a source of textbook and mass assignment materials.

3. It is the mutual responsibility of the public library and the public school to recognize the needs of students and to implement the particular service which each agency provides in meeting these needs. To strengthen such student services, close cooperation between the school and public library at all levels should be a major policy.

Discipline Policies for Public Libraries

The following discipline policy is typical of those adopted by many libraries:

> The facilities of the public library exist to serve all ages and groups in the community. To enable all persons to use the library properly, the following rules will be enforced:
>
> 1. As the library is not a study hall or a social meeting place, no talking, studying together, eating, smoking, or any noisy activity will be permitted.
>
> 2. All persons using the library will be expected to use the library's resources and materials for serious purposes. Students not using the public library materials may be asked to leave during busy periods. Violators of these rules will be asked to leave the library.

These policy statements were issued under titles such as "Notice to Students," "A Message to Students in the Library," "Statement of Policy," "Letters to Parents of Offenders." Adult monitors, some of whom act as study counselors, and uniformed policemen have become familiar figures in libraries in populous areas.

National attention focused on the student problem on July 16-18, 1963, at the annual conference of the American Library Association in Chicago. In a "conference within a conference," librarians from all over the United States took part in intensive discussions of the student problem and explored approaches to possible solutions. The results of these talks were summarized by Lowell A. Martin in ten recommendations for positive action:

- First find out just what is needed by students in your locality and just what is already available.
- Communicate to clarify the student demand for reading materials, to decide upon action, and to meet the need in the period ahead.
- Define the respective functions of the several kinds of libraries in serving students.
- Develop cooperative joint action cutting across types of libraries.
- Increase financial support in order to bring all libraries up to standard.
- Review, strengthen, and apply all legislation and regulations concerning libraries to help meet this growing student need.
- Intensify recruitment of librarians.
- Make more effective use of library personnel through review of library positions and a search for new personnel plans.
- Seek to apply technical and mechanical advances more fully in libraries.
- Make fresh approaches to instruction in the use of libraries on the part of students.

Communication Between School Libraries and Public Libraries

The necessity for communication and clarification was soon recognized by many community libraries. In 1964 the Black Gold District of the California Library Association appointed a committee to investigate what forms such communication had taken. The committee gathered materials from major cities in the United States, including those in California. The collection in its final form included the following: 37 policy statements embodying the major points of the statement issued by the California Library Association, previously quoted; 19 statements to students; 17 statements to teachers; seven statements to parents; and only one instruction to teachers from a school administrator. The last figure, surprisingly out of proportion, must be considered in relation to the fact that the study was a public library effort. However, since any communication to teachers regarding public library use presumably would be known to the public library concerned, we must conclude that this kind of communication seems not to have been utilized adequately.

Questions on communications between schools and public libraries were included in the questionnaire on high school libraries which was used in the School Library Research Project. The following summaries of the four questions dealing directly with cooperative discussions regarding services, hours, and mutual problems (such as assignments) showed a consistent lack of action on the part of school librarians and teachers:

101. Have the school librarian and representatives of the public library met together during the past to discuss common problems or library services for young people?

	Number	Percent
Those who replied yes	203	22.2
Those who replied no	710	77.8
Total of those replying	913	100.0

102. Does the school librarian notify community librarians concerning materials needed by students?

	Number	Percent
Those who replied yes	184	20.7
Those who replied no	706	79.3
Total of those replying	890	100.0

103. Do teachers discuss with the school librarian assignments that may involve heavy use by students of the school or community libraries?

	Number	Percent
Usually	301	37.2
Occasionally	366	45.2
Rarely	85	10.5
Never	57	7.1
Total of those replying	809	100.0

Note: Many respondents stated that their answers did not apply to both types of libraries. Teachers tended to discuss assignments with the school librarian but did not usually discuss assignments that involved community libraries.

104. Do teachers notify community librarians concerning materials needed by students?

	Number	Percent
Those who replied yes	180	21.9
Those who replied no	641	78.1
Total of those replying	821	100.0

Failure of school personnel to recognize the need for communication and cooperation with community libraries, as indicated in this survey, has contributed to indictments of public school efforts to provide adequate library services for students in California.

Cooperation Between School Libraries and Public Libraries

Under the Public Library Development Act, a number of studies on the establishment of cooperative systems for public libraries were conducted in California in 1964 and 1965 by firms specializing in management surveys. Adequacy of school library collections and length of time these materials were available to students were included in studies of total community library needs and present abilities to meet these needs. Some conclusions indicated serious doubts that the schools were assuming their fair share of responsibility for library services.

Conclusions from CLA Conference

In December, 1965, the California Library Association included in its state conference program a panel discussion on the topic "School and Public Libraries--Is There a Need for Both?" Speaking to an overflow audience, representatives of school libraries and public libraries aired their views and concerns, as did many librarians from the audience. Conclusions drawn from this discussion were that there is a need for both school libraries and public libraries but that much must be done to improve the school's ability to take care of the needs it creates. Moreover, mutual understanding of student needs and concern for each other's problems are required.

Conclusions reached in the CLA discussion were influenced in large part by a report issued by Lowell A. Martin and Roberta Bowler shortly before the conference began.[1] Their report was a study of public library service in California -- how it has developed; the adequacy of its resources; the goals that should be achieved to meet present and emerging needs; the program required to meet these needs; and the costs of the program. In a section of the report entitled "Provision of School Libraries," these comments were made:

> To meet the substantial and significant demand for reading material from students, both school libraries and community libraries are needed. The school library should be a genuine reference and reading center within the school building, with professional direction and a collection designed to provide immediate support for the school instructional program. Readings

---

[1] Lowell A. Martin and Roberta Bowler, Public Library Service Equal to the Challenge of California: A Report to the State Librarian. Sacramento: California State Library, 1965.

regularly assigned, titles on reading lists, and reference sources needed frequently must be available within the school to support its daily round of work. As the student ranges wider in his reading, either for specific school projects or under the general stimulus of school instruction, and finds that the working collection in the school does not have the range or depth he needs, he naturally turns to community library facilities. It is not feasible or economical to have in every school building a large collection of 25,000 titles, or more at the secondary level, in order to serve these ever-widening student demands.

Public libraries are needed for students even if school libraries are well developed -- and school libraries are needed even if the community facilities are strong. In fact, if both facilities do not come up to standard, not only do young people fail to get what they need, but as they make undue demands on the community facility they diminish service for all by exhausting the book resources and preempting seating space in the library. It is a mistake to think of the thirst for knowledge as occasional and limited so that it can be satisfied at one well; reading today calls for a modern distribution system that reaches into both the community and the school.

The evidence available indicates that school libraries have not kept up with educational levels or instructional programs in California. Students are currently making extraordinary demands upon public libraries. They will continue to do so in the future, but school libraries should catch up rapidly so that the facility within the school can serve the immediate instructional function and the public library in the community can be the resource for students, as well as for other residents, as they range wider in reading and reach more deeply into subject fields.

. . . .

Unless progress is made in school libraries, advances in public library provision will in substance amount to maintenance of facilities for schools, a kind of substitute for the school library. More basic than the issue of the distribution of service load between school and public libraries is the question of the consequences of limited development of this arm of education. It is hard to see how California can knowingly continue weaknesses in its public and school libraries which cannot help but have the effect of making its residents, both students and adults, less well-read and less well-informed than they should be.[2]

Examples of Successful Cooperation

What positive efforts are being made to meet these challenges? Since resources and personnel are considered elsewhere in this survey, it is now advisable to concentrate on exemplary programs of cooperation between school libraries and public libraries and to give recommendations for action by the schools in California.

---

[2] Ibid., pp. 28-29.

In the spring of 1966, the California Association of School Librarians scheduled a preconference workshop to bring into practical focus the points agreed upon in the CLA conference of the previous winter. A vigorous effort was made to find communities or school districts which have made headway in cooperation.

Some positive efforts. Many school districts have provided evening service in high school libraries. Some areas have established community study halls in which college students act as tutors. These study halls serve students who would otherwise go to the community library to have a place to study or to meet friends. Communities such as Woodlake in Tulare County and Martinez in Contra Costa County are building or are planning to build facilities that will house library collections for persons of all ages. Careful planning must precede these efforts because of the many problems that must be solved to the satisfaction of school libraries and public libraries.

Homework assignments in Newport Beach. The city of Newport Beach in Orange County has an excellent program of cooperation designed to alleviate the problems arising from homework assignments. The public libraries found themselves inundated each evening by students from the four high schools of the Newport Harbor Union High School District. Often some library shelves were stripped the day after an assignment was made to a very large class or to classes from two or more of the schools. Consequently, representatives from the city staff and the district English teachers joined to develop a three-page brochure entitled "Local Library Resources." The school district duplicated the brochure and distributed it to the heads of all English and social science departments. It is the responsibility of these department heads to make sure that the teachers in their departments follow the suggestions outlined in the brochure. These suggestions include the following:

- Check your school library resources (books, periodicals, and pamphlets) before making assignments.
- Make reasonable assignments in terms of number, type, and conditions of library resources.
- Give advance notice to the librarian of assignments requiring library materials. [A form is included which is described later.]
- Alert your students to the variety of materials available in libraries and help them to develop skill in using these materials.
- Train your students to exhaust school sources before going elsewhere and to respect the proper channels and rules when going to other libraries.

The brochure also lists the addresses, hours of service, and special restrictions of all local public libraries.

The advance notice form suggested previously asks teachers to submit information on the nature of the assignment, the date due, the number of students, their ability level, and the library resources needed. This notice is given to the school librarian before the assignment is given to the class. If students are expected to use local public libraries, the notice must be submitted two weeks before the assignment is made. (Public libraries usually have a two-week loan period, and it may take that much time to gather and reserve needed materials.) The school library then passes this information on to the public library; thus, both are able to serve the students better. When an assignment requires specialized research or unusual materials, the public library writes to the teacher, giving a list of possible sources and branch libraries where the sources can be found. Thus, when the teacher gives an assignment to the class, he knows that adequate material is available in a convenient place.

At the beginning of the school year, each public library holds an "open house" at which teachers have an opportunity to discuss plans, survey collections, and make suggestions for purchase. The plan of cooperation on library assignments is introduced in a short talk, and members of the library staff are presented informally. In addition, the city librarian sends each high school teacher a welcoming letter, asking his assistance in using the assignment notice and offering cooperation in making materials available.

The success of the Newport Harbor Union High School District plan depends largely upon making department chairmen responsible for teacher participation. The director of instructional services for the district has reported that when the plan is followed by the teachers, the problem faced by the local librarians is reduced significantly and the students are benefited by having access to more materials.

The Whittier cooperative program. The city of Whittier in Los Angeles County has developed an outstanding program of cooperation. On November 14, 1963, a group of school board members and superintendents from the Whittier area met with representatives of the Whittier city government, including the library trustees and chief librarian. (Note that members of the governing boards of both school and public agencies were involved.) Their evaluation of the problem of overcrowded libraries revealed the same basic causes discussed earlier in this section -- population and knowledge explosions have resulted in a third explosion, the demand for library services.

Upon the recommendation of those present, a committee was appointed to discover ways in which cooperative effort might bring about solutions. This committee was composed of school administrators and supervisors; city, county, and school librarians; and representatives of a number of citizens groups ranging from the Parent-Teacher Association to the Chamber of Commerce. The committee planned a study to find out what people felt were the most serious needs in library services and in what areas there seemed to be the greatest shortages. The Los Angeles County Superintendent of Schools provided consultant service to the committee on the basis that the result of the study might be of help to other areas in Los Angeles County that are faced with the same problems. A series of questionnaires was designed; separate questions were submitted to students, teachers, supervisors, school librarians, public librarians, parents, and the public. Approximately 60 groups were contacted, and almost 3,000 individuals responded to the questionnaires. The findings were summarized. Detailed suggestions for materials and services were included in the summary, including those that would require increased budgets and those that would require improvement of services through greater cooperative efforts.

Listed here, these suggestions present a complete plan for interaction that could well be followed by other communities:

- Joint planning by school and public librarians to acquire additions that will fill gaps in the current collections in terms of patrons' needs
- Strengthening of communication between teachers and school librarians so that librarians will be informed of reading lists and major assignments that require extensive library resource material
- Strengthening of communication between school librarians and teachers so that teachers will know what is available and what additions are being made to the library collection
- Strengthening of communication between school district supervisors and public librarians so that librarians will be informed in advance of major needs created by many student requests
- Evaluation of present policies that pertain to loan periods, renewals, limitations on number of books loaned at one time, type of services being rendered, hours which the libraries are open, and the like
- Preparation of aids (bulletins, filmstrips) and lessons on library usage
- Planning for reciprocity
- Joint planning on the part of students, librarians, parents, recreation leaders, and citizens toward improving the conditions in the public library during evening hours

The roles of the following in implementing the above recommendations were defined: school boards and administrators, including county superintendents of schools; city councils, boards of supervisors, library boards of trustees; school supervisors and consultants; school and public librarians; teachers and students; and parents and the general public.

The study was completed and was published in February, 1965, by the Division of Secondary Education, Office of the Los Angeles County Superintendent of Schools, under the title Whittier Area Public Library-School Library Study.

A student library committee was formed and has been active in discussing solutions to the problems students encounter. Among student committee suggestions implemented were the following:

- Opening of high school libraries in the evenings
- Providing of security guards
- Providing of high school teachers (paid from the public library budget) in the public library in the evening and on Saturday to assist students

Since May, 1965, the public librarians and school librarians have met monthly to continue consideration of common problems and solutions to these problems. These efforts contribute to improved communication and understanding, and to an atmosphere of total community involvement.

X

Librarians for California Schools

Development of the art of communicating is the underlying purpose of all education. Without the ability to utilize the media of communication, boys and girls in formal education programs will not be able to meet the challenges presented by the technological developments of the twentieth and twenty-first centuries. To enable all students in California to evaluate and utilize the vast array of modern communication media, organized library programs must be planned and developed in every school at every level. Communication materials and services necessary to implement and enrich the curriculums of modern schools in California cannot be provided without adequate and proper library materials, facilities, and personnel.

The purpose of the School Library Research Project was to determine the extent to which California has provided the communication resources necessary to make the educational program of the state the best possible. Since the statistics dealing with library materials and facilities appear elsewhere in this report, this chapter is devoted to consideration of personnel in the school library programs of the state, taking into account both the qualitative and quantitative factors relating to the persons serving as school librarians in the California public schools.

Personnel Serving as School Librarians

From statistics gathered in this study and from later figures provided in the applications for Title II Elementary and Secondary Education Act funds, it is evident that the school libraries of California are staffed at levels far below the national standard. The situation is even more alarming than that shown by the data, because many persons counted as librarians are not professionally trained; in many cases they are clerks with less than four years of college training. Later in this section, statistics will be provided to show the extent to which professionally trained personnel are being utilized in California's school library programs.

An analysis of statistics gathered in the School Library Research Project and a comparison of these figures with the national percents presented in a study by the U.S. Office of Education in 1962-63 reveal that the lack of library personnel in California schools is monumental. Only 7 percent of California elementary schools employed full-time or part-time library personnel in 1963-1964 as compared with 50.8 percent at the national level. High school employment of librarians was slightly better, with 65.8 percent in California as compared to 92.6 percent nationwide. The national employment average for elementary and high schools combined was approximately four times greater than California's average; 68.1 percent of the nation's schools were served by librarians, compared with California's 16.6 percent (Table X-1).

Table X-1

Public Schools Served by Credentialed Librarians--1963-64

Type of school*	Number of schools	Number served by credentialed librarians‡	Percent served by credentialed librarians
Elementary schools† ---	5,150	360	7.0
Junior high schools ----	360	251	69.7
Senior high schools ----	641	408	63.6
Total ---------------	6,151	1,019	----
Percent -------------	----	----	16.6

*Excludes schools for the handicapped.

†Includes K-8 and 7-8 schools in elementary school districts.

‡Full or part time; excludes personnel with general teaching credential and assigned to serve as school librarian. School librarians, especially elementary school librarians, frequently serve more than one school.

Personnel in Elementary Schools

Data gathered by the School Library Research Project also showed that of the 5,150 elementary schools in the state, 145, or 2.8 percent, had full-time librarians. In addition, 215 had part-time librarians, and 177 had either full-time or part-time teacher-librarians in charge. Additional analysis of the elementary school figures shows not only that 1,230 schools were without personnel to serve the needs of pupils but also that 3,234 elementary schools had no school libraries (Table III-8, page 33). Thus, approximately 87 percent of the elementary schools in the state had neither librarians nor libraries to serve the needs of their students.

Personnel in High Schools

The high schools of California ranked almost 30 percent below the national average of libraries staffed with librarians; only 659 of the 1,001 high schools had full-time librarians (Table IV-1, page 48). Including all professional personnel -- full-time and part-time librarians as well as full-time and part-time teacher-librarians -- the figures showed that 79 high schools in the state either did not provide the services of professional personnel or did not have school libraries. And 19 high schools reported having no libraries (Table IV-2, page 53).

Standards for School Library Personnel

Information required as part of the application for ESEA, Title II, funds provided figures giving the ratio of librarians to public school enrollment in California (in February, 1966). This information indicated that in schools served by a credentialed person, the number of students served by a librarian or teacher-librarian was far above the number recommended as a maximum by the national standards. The school library standards prepared by the American Association of School Librarians in 1960 require that one certificated (credentialed) school librarian be provided for each 300 students or major fraction thereof, with an added librarian for each additional 400 students.

Although the ESEA application statistics did not show the ratio of the number of librarians to students on an individual school basis, the figures were provided on a district basis. According to the data taken from the ESEA applications, the ratio of students to each librarian employed on a full-time equivalency basis ran from a high of 5,065 students per librarian to a low of 558 per librarian. No school district in the state met ALA standards on a districtwide basis.

The average number of librarians in schools participating in ESEA programs was 33.2. The average aggregate enrollment of the participating schools in each county was 69,699. These figures indicated that on a countywide basis the ratio of students to fulltime equivalent librarians was 2,102 to one, which was far above the national level. In six California counties the ratio of students to librarians was over 3,000 to one; in 13 counties, over 2,000 to one; and in 25 counties, over 1,000 to one. Only seven counties had fewer than 1,000 students for each librarian. All seven of these were counties which had small populations and in which only a few districts participated -- counties such as Del Norte, Sierra, and Mariposa, with only one participating district each; and Colusa County, with only two participating districts.

Approximately 65 percent of the high schools in California had either full-time or part-time librarians serving their students. Less than two-thirds, or 63.6 percent, of the persons serving as librarians in high schools held California librarianship credentials. At the junior high school level, 251 of the 360 junior high librarians, or 69.7 percent, held credentials authorizing such service. In 16 California counties not one credentialed librarian was employed in 266 elementary and high schools.

Section 13289 of the Education Code provides:

> No person shall be employed as a librarian for more than two hours a day in any elementary or secondary school, unless he holds a valid credential of proper grade authorizing service as a librarian, or a valid elementary school teacher's credential if he is employed to serve in an elementary school, or a secondary school credential if he is employed to serve in a secondary school, or a valid standard teaching credential with a specialization in elementary teaching, secondary teaching, or junior college teaching if he has completed the specialized area of librarianship.

In December, 1966, a clarification of Section 13289 by the Administrative Adviser of the Department of Education stated:

> Such a person [not holding a credential authorizing services as a librarian] may be in charge of a school library for a maximum of two hours a day. Even then, if the library is used by students for study or supervised research, the noncredentialed person may not be an "intermediary" between the teacher and the students if credit toward a. d. a. is to be earned by those students.

Training of School Library Personnel

The lack of trained and credentialed librarians in California is due in part to the shortage of qualified school librarians throughout the United States. This shortage has become increasingly acute each year as public school curriculums, continuing to be developed in greater depth and scope, require that more communication materials be provided through well-organized facilities operated by skilled communication specialists, such as librarians.

Additional personnel needs have also been created by federal programs like the National Defense Education Act and the Elementary and Secondary Education Act, which have provided funds for the purchase of instructional materials. Although these acts have provided little or no funds for hiring personnel, they have permitted schools to acquire great quantities of materials requiring the establishment of organized libraries. In many California schools, particularly at the elementary level, these libraries have been set up with little or no professional direction from trained library personnel and have continued to exist without professional direction.

The national shortage of professionally trained library specialists has also resulted from the inability of library schools to train the large number of school librarians needed to fill vacant positions and to replace unqualified persons now serving as school librarians. Provisions for professional training are inadequate primarily because of the shortage of funds for the development of library science departments. The facilities required for specialized curriculums such as librarianship are expensive. Because the courses require many resource materials, they are costly to maintain. And because the program is usually offered at the graduate level, the faculty-student ratio must be low. Low salaries have also handicapped the library schools in recruiting staff. As a result of all these factors, the number of well-developed library schools remains limited.

The small number of professional programs available has made it necessary for many students to travel long distances to library schools. Because of the cost of travel and of living away from home, many students interested in librarianship change to fields for which preparation is more readily available. Only since the passage of the Higher Education Act of 1965 have substantial fellowship and scholarship funds been made available to persons wishing to pursue graduate study in librarianship.

Many library schools have also failed to attract more students because of their rigid admission requirements and regulations, which in some cases discourage people wishing to specialize in school librarianship. Some library schools have tended to deemphasize programs for the special preparation of school librarians because the integration of graduate-level professional education requirements with the librarianship program requirements has caused difficulties.

Librarianship Programs in California

Most of the problems facing librarianship educators at the national level are also evident at the state level. As a result, California has only three library schools accredited by the American Library Association. It also has five other colleges and universities that offer sufficient coursework for students to complete the 24 semester hours of work required for full credential status in California. Only one state college and one private college offer master's degree programs in addition to the credential sequence. Several other state colleges offer various courses in library science but have not developed full programs.

The California Coordinating Council for Higher Education is studying school librarianship training in California. It is attempting to define the roles of state college programs in relation to the curriculums offered at the University of California and at the University of Southern California. The Council hopes that through its findings it will be able to provide guidelines for the development of additional librarianship programs in the state.

Both associations of professional librarians in the state -- the California Association of School Librarians and the California Library Association -- have active professional committees that are constantly studying the increased needs for library training programs. These organizations have stressed the importance of quality in the new programs and have prepared official statements in this regard.

Inservice Training Needs of School Librarians

The School Library Research Project study revealed that of the 982 high school librarians who returned the project questionnaire, 508 (52 percent) indicated that they would be interested in taking library science courses if courses were offered in convenient locations. Of those giving affirmative replies to a question concerning their desire to have library courses offered in their region, 200 indicated that they would take the courses to fulfill the state credential requirements, and 288 indicated an interest in courses designed to give inservice enrichment. An additional 214 expressed an interest in those courses that could be used to attain a higher academic degree. The project questionnaire further revealed that, of 982 librarians replying, 307 were most interested in short-term workshops, and 212 expressed an interest in the availability of extension courses. The rest indicated that their chief interest was in regular on-campus librarianship courses.

Credential Requirements

Requirements for librarianship credentials have been changed in accordance with revised standards prescribed for all California teaching credentials. Prior to the passage in 1961 of the Licensing of Certificated Personnel Law (the Fisher Bill), persons could qualify as school librarians by completing requirements for a bachelor's degree that included at least 15 semester hours in professional education courses and 24 semester hours in library science courses. Completion of this work entitled the candidate to receive the Special Credential in Librarianship.

New regulations for credentials mandated by the Fisher Bill require that all persons wishing to be fully credentialed as school librarians must complete the work required for a standard teaching credential at either the elementary or secondary level. In addition, they must have 24 semester hours of specialized coursework in library science. Since students have found it necessary to take most coursework in education and librarianship as graduate students, they need more than one year to complete requirements for a standard teaching credential with specialized preparation in librarianship. The need to qualify as a teacher as well as a librarian has discouraged some candidates from becoming school librarians. During the long period of negotiations prior to the passage of the Fisher Bill, the California Association of School Librarians supported the inclusion of librarianship specialization within the framework of standard teaching credential options. CASL justified its stand on the basis that a school library program is so closely related to the activities of the classroom that a school librarian must acquire as much knowledge of what goes on in a classroom as a teacher does.

Library Science Degree and Credential Programs

Library science degree and credential programs are offered in the following California colleges and universities:

Master's Degree Programs

School of Librarianship
University of California
Berkeley 94720

School of Library Service
University of California
326 College Library
Los Angeles 90024

School of Library Science
University of Southern California
University Park
Los Angeles 90007

Department of Librarianship
San Jose State College
San Jose 95112

Department of Library Science
Immaculate Heart College
2021 North Western Avenue
Los Angeles 90027

Credential Programs

Library Science Program
Sacramento State College
6000 J Street
Sacramento 95819

Library Science Program
University of San Francisco
Fulton and Parker Streets
San Francisco 94117

Department of Library Science[1]
San Diego State College
San Diego 92115

Library Science Program[1]
Chico State College
First and Normal Streets
Chico 95926

---

[1] The college offered a minor only in library science at the time this report was prepared.

Table X-2

Ratio of Librarians to California Public School Students--1966*

County	Participants in ESEA, II, program		Librarians employed (full-time equivalency)‡	Aggregate enrollment in participating public schools	Number of students per FTE librarian
	School districts	Other public school agencies†			
Alameda	18	2	136	216,249	1,590
Alpine	0	0	---	---	---
Amador	2	1	1	1,476	1,476
Butte	16	2	12	22,860	1,905
Calaveras	4	2	1	2,860	2,860
Colusa	2	0	2	1,201	600
Contra Costa	17	0	95.6	136,750	1,430
Del Norte	1	0	5	4,626	925
El Dorado	17	1	4	10,841	2,711
Fresno	55	1	50.5	126,355	2,502
Glenn	16	0	6.1	5,219	856
Humboldt	31	2	10.5	25,019	2,383
Imperial	13	1	10.7	20,765	1,941
Inyo	8	1	.5	3,063	---
Kern	30	1	25.7	81,829	3,184
Kings	12	1	9.3	15,478	1,664
Lake	6	1	4	3,432	858
Lassen	13	0	2.1	4,188	1,994
Los Angeles	75	2	511.5	1,359,064	2,657
Madera	19	1	5	10,634	2,127
Marin	15	1	28	40,580	1,449
Mariposa	1	0	1.3	1,106	851
Mendocino	9	1	4.5	8,340	1,853
Merced	17	1	16	26,981	1,686
Modoc	10	0	1.5	1,741	1,161
Mono	0	0	---	---	--
Monterey	18	1	37	51,658	1,396
Napa	4	1	12.3	15,913	1,294
Nevada	7	0	1.1	5,571	5,065
Orange	27	0	92.5	255,804	2,765
Placer	1	0	14.1	19,585	1,389
Plumas	1	0	1	3,224	3,224
Riverside	21	2	47.6	93,396	1,962
Sacramento	15	0	104	144,188	1,386
San Benito	14	1	1	4,087	4,087
San Bernardino	32	1	55.1	154,862	2,811
San Diego	34	1	98.4	245,985	2,500
San Francisco	1	0	50	92,857	1,857
San Joaquin	56	1	55.3	65,619	1,187
San Luis Obispo	17	1	11	18,889	1,717
San Mateo	21	1	68.3	111,457	1,632
Santa Barbara	21	1	38	54,878	1,444
Santa Clara	34	1	135.1	232,145	1,718
Santa Cruz	6	0	6.5	23,352	3,593
Shasta	30	1	12	19,980	1,665
Sierra	1	0	0	740	---
Siskiyou	14	0	14.1	7,863	558

Table X-2--Continued

Ratio of Librarians to California Public School Students--1966*

County	Participants in ESEA, II, program		Librarians employed (full-time equivalency)‡	Aggregate enrollment in participating public schools	Number of students per FTE librarian
	School districts	Other public school agencies†			
Solano	16	0	38	54,878	2,031
Sonoma	45	2	26	41,614	1,601
Stanislaus	32	1	15.7	37,886	2,413
Sutter	14	1	2.1	8,866	4,222
Tehama	18	1	3	6,821	2,274
Trinity	13	0	1.5	1,301	867
Tulare	57	1	20.3	46,912	2,311
Tuolumne	16	0	2.5	4,186	1,674
Ventura	25	1	25.6	84,340	3,295
Yolo	7	1	11.2	21,849	1,951
Yuba	77	0	2	4,596	2,298
Total	1,102	43	1,923.6	4,042,558	---
Average	19	0.7	33.2	69,700	2,102

*As reported on application blanks for Title II, ESEA, February, 1966.

†Includes special schools operated by county superintendents of schools, state college demonstration schools, state schools for the handicapped, and the like.

‡Includes teacher-librarians but excludes librarians employed by county library agencies which serve school districts under contract arrangements.

WELCOME to IMPERIAL INVITATIONAL WRITING TOURNAMENT

Imperial Junior High School
La Habra City School District
Photo by Aaron D. Freeman

XI

The Education Code and School Libraries

Assembly Bill 2259, which established this study of California school libraries, mandated a study of "the appropriateness of provisions of the Education Code to the present needs and usages of school libraries" (Appendix A).

The sections of the Education Code pertaining to school library services contain obsolete terms and phrases. For example, several references are made to "membership dues" for school libraries and to the Department of Public Instruction rather than to the Department of Education. And some of the sections, especially those relating to personnel and financing, are subject to different interpretations.

Several changes in the Education Code sections pertaining to library services were enacted in the 1965 Legislative Session on the basis of initial findings of the school library study. One change provided that annual reports on school libraries be made to the State Department of Education rather than to the State Librarian; another authorized school districts to open school libraries at night or on weekends, provided that a credentialed person was in charge and that he was paid in accordance with the district's salary schedule for certificated employees.

Recommended Changes in the Education Code

The study of the Education Code mandated by Assembly Bill 2259 has resulted in the following recommendations:

1. It is recommended that Education Code sections pertaining to school library services be recodified and that cross-references be added.
2. It is recommended that obsolete provisions and terminology be eliminated from Education Code sections pertaining to school library services.

Education Code Sections Relating to School Libraries

Not all of the Education Code sections included on the following list refer specifically to school libraries; some are included because they touch upon some aspect of school library service.

Special Classes and Courses of Instruction

5920. Establishment of Evening Study Halls; Supervision

School Libraries

7051. Establishment and Maintenance
7052. Libraries Open to Teachers and Pupils

Books

7101. Adoption of List of Books and Apparatus
7102. Exclusion of Books by Governing Board
7103. Stamping of Books Placed in Library

Management

7151. Appointment and Qualification of District Librarian
7152. Duties and Liabilities of Librarian
7153. Duties of Trustees
7154. Annual Report by Governing Board to Department of Education
7155. Duties of District Clerk or Secretary Where No Librarian

Affiliation with County and City Libraries

7201. Agreement to Make School Library Branch of County Library
7202. Transfer of Property and Funds
7202.1 Purchase of Books by School Districts
7203. Use of Transferred Funds
7204. Disposal of Books and Materials
7205. Agreement with City
7206. Limitation on Stamping of Books
7207. Transfer of Fund
7208. High School District Agreement with County for Use of County Free Library
7209. Care of Property
7210. Termination of Affiliation
7211. Proceedings for Termination of Library Services

District Library Fund

7251. Annual Apportionment of Sum as Library Fund
7252. Written Request to be Filed
7253. Minimum Transfer to Library Fund
7254. Failure to File Request in Writing

Library Fund in Cities

7301. Annual Apportionment of Sums as Library Fund
7302. Request for Apportionment; Form and Filing
7303. Minimum Amount of Apportionment
7304. Deduction of Apportionment from County School Fund
7305. Failure to File Request in Writing
7306. Limitation of Expenditure

Use of Library Fund

7351. Expenditure of Library Fund
7352. Itemized Bill Required
7353. Approval Required Prior to Purchase

Special Elementary School Reading Instruction Program

7770-7825. Miller-Unruh Basic Reading Act of 1965. See particularly sections 7771 and 7805. This act was added by Stats. 1965, Ch. 1233.

Moral and Religious Instruction

8202. Use of Religious References and Literature Not Excluded

Prohibited Instruction

8451. Instruction or Entertainment Reflecting Upon Citizens Because of Race, Color, Creed, or National Origin or Ancestry
8452. Means of Instruction Reflecting Upon Citizens Because of Race, Color, Creed, or National Origin or Ancestry

County School Service Fund Services

8501.	Legislative Declaration; Uses
8502.	Use of Fund
8503.	Co-ordination by County Superintendent

Provision of Library Services

8801.	Provision of Library Services
8802.	Establishment and Maintenance of County School Library Service
8803.	Transfer of Funds to Purchase Books
8804.	Agreement to Establish Branch County Libraries in Emergency Elementary Schools
8805.	Establishment and Operation of County Teachers' Library
8806.	Annual Report to State Department of Education

Instructional Materials

9254.	Report on Supplementary Books or Textbooks
9551.	Adoption by County Boards of Education

Average Daily Attendance

11251.	Method for Computing Average Daily Attendance

Certificated Employees

13197.55	Issuance of Credential with Specialization in Librarianship or Exceptional Children
13289.	Qualification for Employment as Librarian
13290.	Librarian to Rank as Teacher

Management and Control of School Property and Equipment

15958.	Purchase without Estimates or Bids; Lease of Educational Materials
16502.	Purchases by District Governing Board

State Financial Support and Management

17503.	Apportionments for the Payment of Salaries of Classroom Teachers; Definitions

Libraries

27269.	School and Teachers' Libraries
28001-28652.	[Chapter 6, Unified School District Public Libraries and Union High School District Public Libraries]

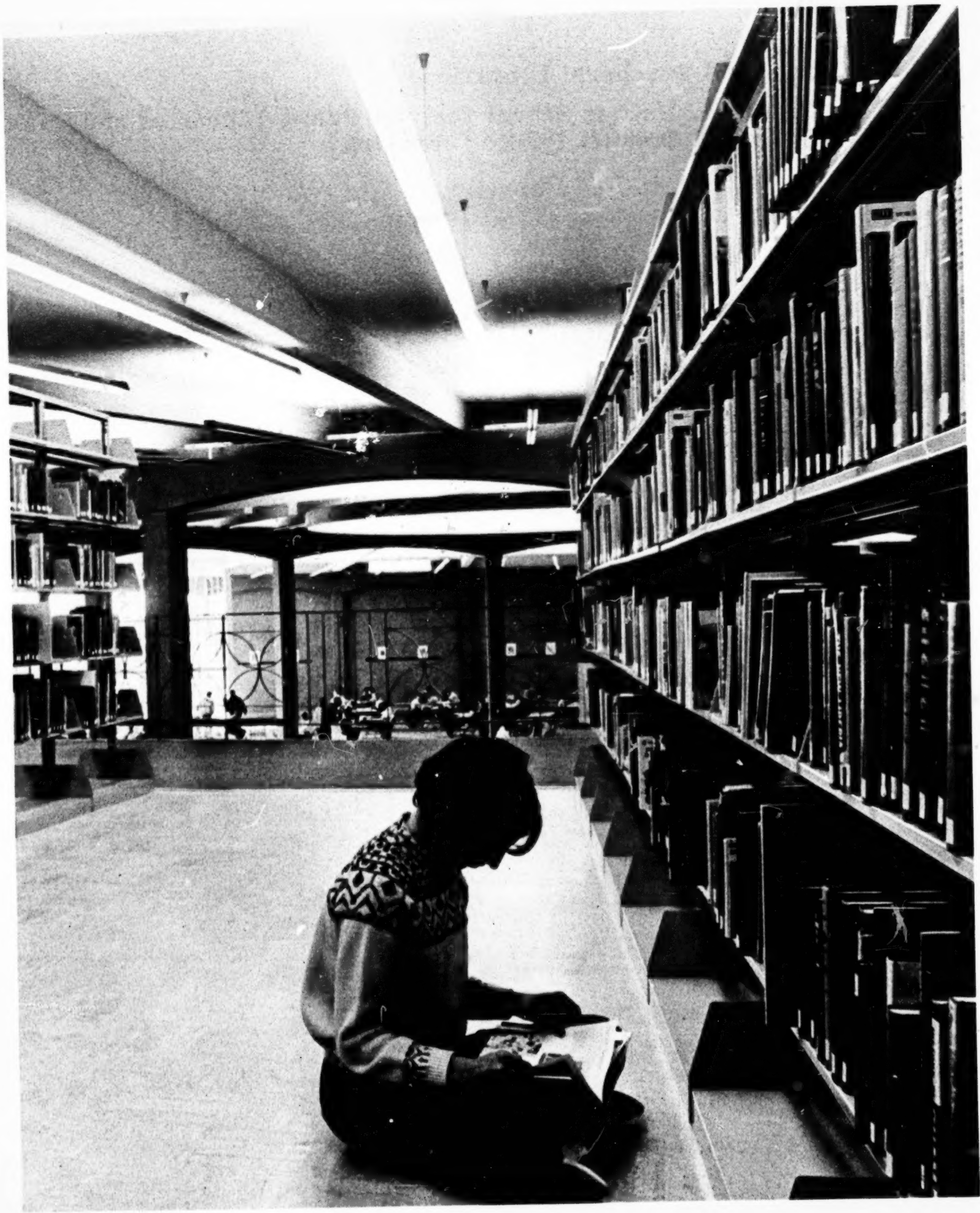


Photo by Leo Cohen

XII

The Effect of Federal Aid on School Libraries

California's Title II program under the Elementary and Secondary Education Act of 1965 (PL 89-10) was launched in December, 1965, shortly after assurance had been given by the U. S. Office of Education that California's State Plan was acceptable. Seven regional meetings were held in which State Department of Education staff members outlined the provisions of the new School Library Resources measure.

Federal guidelines for ESEA, Title II, stated:

> Title II recognizes that, at all levels of education, teaching programs have become increasingly dependent upon effective school library materials and services, high quality, up-to-date textbooks, and a variety of other instructional resources. Basic courses in nearly all areas of instruction depend upon good school libraries and instructional materials.

A few months after Public Law 89-10 was passed, the U. S. Office of Education published the results of a survey which revealed that both school libraries and school librarians were needed and that only a small quantity of books and audio-visual materials was available in America's schools. Almost 70 percent of all public elementary schools and 56 percent of all private elementary schools did not have school libraries.

The Phase I Program

The Title II plan in California includes two phases or programs. Under Phase I, funds for the first two years were allotted to school districts according to a formula based on the adjusted and modified assessed valuation per unit of average daily attendance. Each school district's entitlement was based upon the average daily attendance in both public and private schools within the district's borders.

Federal regulations require that school library resources be made available on an equitable basis for the pupils and teachers of both public and private schools. Materials for pupils and teachers in private schools are provided on a loan basis. All materials purchased under Phase I remain the property of the public school agency and must be selected in accordance with materials selection policies approved by the governing boards of the school districts.

Phase I Program in Public Schools

Approximately $6,800,000 was allotted for the Phase I program for the first year. For a school district to receive its entitlement, the district was required to submit an application before February 15, 1966, for the first year's program, and before November 1, 1966, for the second year's program.

Among other things the Phase I application required assurance that federal funds for the purchase of school library resources would supplement, and in no way supplant, local funds for school library resources. The application also asked districts to provide a summary of immediate and long-range plans for meeting or approaching the program suggested by the American Library Association's Standards for School Library Programs, which was adopted in the California State Plan as the guide for quality instructional materials programs. Table XII-1 contains data reported in the applications submitted. Data in Table XII-2 show the number of new libraries that federal funds would enable school districts to establish and the number of existing libraries that these funds would enable the district to improve. Table XII-3 shows the number of schools, both public and private, that would profit from the assistance provided by federal funds. Table XII-4 and Table XII-5 contain data regarding the types of library materials that were to be purchased.

Many new libraries have been established and many existing libraries have been improved through the Phase I program of Title II and through the increased interest in libraries that the program has created. For example, about 1.5 million books have been added to the collections in the California school libraries. Thus, a big step has been taken toward erasing the deficit of 12,167,853 library books that had existed.

Table XII-6 shows the library book holdings reported on applications made by school districts and by county superintendents of schools in 1966. Although public school agencies in California reported about 24 million volumes, they needed over 2 million more books to meet the American Library Association's standard of ten books per student.

Some of the regulations of the California plan for the strengthening of school libraries under ESEA, Title II, follow:

1. All material purchased with Title II funds must be "school library resources," which in terms of ESEA, Title II, regulations refers to all book and nonbook materials that must be cataloged and processed and be circulated from libraries.

2. "Textbooks" (except for secondary school textbooks for the visually handicapped available under a special three-year project for a state depository library of such materials) are excluded.

3. "Other printed and published materials," which for this act refers to book and nonbook materials that are not cataloged, processed, and circulated from libraries, were excluded.

Table XII-1

Applications Data for Phase I Entitlements ESEA, Title II, in California -- 1966

County	Amount of entitlement*	Average allotment per student	Percent of funds requested for	
			Printed materials	Audio-visual materials
Alameda	$ 433,181	$2.00	79.5	20.5
Alpine	-------	----	----	----
Amador	1,794	1.22	92.2	7.8
Butte	36,640	1.60	89.1	10.9
Calaveras	2,884	1.01	96.2	3.8
Colusa	1,718	1.43	100.0	0.0
Contra Costa	252,003	1.84	76.2	23.8
Del Norte	9,473	2.05	75.9	24.1
El Dorado	14,191	1.31	96.3	3.7
Fresno	203,042	1.61	83.3	16.7
Glenn	6,786	1.30	77.6	22.4
Humboldt	62,704	2.51	77.5	22.5
Imperial	51,704	2.49	94.7	5.3
Inyo	2,941	.96	87.9	12.1
Kern	189,406	2.31	83.5	16.5
Kings	26,945	1.74	89.1	10.9
Lake	3,184	.93	89.7	10.3
Lassen	9,471	2.26	95.5	4.5
Los Angeles	2,392,651	1.76	78.1	21.9
Madera	21,418	2.01	95.5	4.5
Marin	61,608	1.52	95.8	4.2
Mariposa	801	.72	100.0	0.0
Mendocino	24,768	2.97	81.9	18.1
Merced	52,239	1.94	95.7	4.3
Modoc	2,692	1.55	84.7	15.3
Mono	-------	----	----	----
Monterey	82,030	1.59	86.0	14.0
Napa	25,264	1.59	76.6	23.4
Nevada	7,271	1.31	37.4	62.6
Orange	568,517	2.22	80.2	19.8
Placer	30,588	1.56	84.6	15.4
Plumas	1,775	.55	91.0	9.0
Riverside	159,519	1.71	78.7	21.3
Sacramento	331,611	2.30	78.7	21.3
San Benito	4,920	1.20	82.3	7.7
San Bernardino	296,973	1.92	84.7	15.3
San Diego	496,998	2.02	84.3	15.7
San Francisco	80,333	.87	100.0	0.0
San Joaquin	183,539	3.80	88.6	11.4
San Luis Obispo	30,737	1.63	90.3	9.7
San Mateo	174,401	1.56	85.1	14.9
Santa Barbara	79,867	1.46	87.3	12.7
Santa Clara	465,510	2.01	78.6	21.4
Santa Cruz	37,904	1.58	92.5	7.5
Shasta	40,496	2.03	91.2	8.8
Sierra	853	1.15	76.6	23.4
Siskiyou	15,867	2.02	91.1	8.9
Solano	70,544	2.24	86.0	14.0
Sonoma	93,480	2.25	85.8	14.2
Stanislaus	85,725	2.26	77.1	22.9
Sutter	14,192	1.60	90.5	9.5

Table XII-1 -- Continued

Applications Data for Phase I Entitlements Title II, ESEA, in California -- 1966

County	Amount of entitlement*	Average allotment per student	Percent of funds requested for Printed materials	Percent of funds requested for Audio-visual materials
Tehama-----------	10,072	1.48	96.7	3.3
Trinity -----------	2,515	1.93	93.7	6.3
Tulare------------	94,209	2.01	83.8	16.2
Tuolumne ---------	4,888	1.17	93.8	6.2
Ventura-----------	146,145	1.73	92.6	7.4
Yolo--------------	28,901	1.32	84.3	15.7
Yuba -------------	11,916	2.59	82.5	17.5
Average	-------	$1.87	81.6	18.4

*Public schools only.

Table XII-2

Public School Libraries to be Established or Improved by ESEA, Title II, Funds--1965-66

Grade levels	Total schools participating	New libraries to be established*	Existing libraries to be improved*	Total libraries to be affected
K-6, K-8 --	4,970	503	3,159	3,662
7-8, 9-12--	1,457	39	970	1,009
Total ----	6,427	542	4,129	4,671

*"Libraries," as reported here, was used broadly by the respondents to include both district and individual school libraries as well as centralized book collections in spaces other than library rooms and classroom book collections.

Table XII-3

Schools and Students Participating in ESEA, Title II, Phase I, 1965-66

Category	Schools	Students
Public schools		
Elementary (K-8) --------	5,704	3,089,509
High (9-12) --------------	723	1,009,938
Total ------------------	6,427	4,099,447
Private schools		
Elementary (K-12) -------	847	305,241
High (9-12) --------------	188	84,772
Total ------------------	1,035	390,013
All schools		
Elementary (K-8) --------	6,551	3,394,750
High (9-12) --------------	911	1,094,710
Total ------------------	7,462	4,489,460

Table XII-4

Number of Items Requested Under ESEA, Title II, Phase I, by Type of Schools -- 1965-66

Items	Number requested for use of students and teachers of		
	Public schools	Private schools	All schools
Books ------------	1,553,548	136,792	1,690,340
Periodicals and other printed materials ------	57,682	600	58,282
Audio-visual materials -------	141,822	9,964	151,786
Textbooks for visually handicapped (secondary schools only) -----	729	0	729

Table XII-5

Books to be Acquired with ESEA, Title II, Phase I, Funds, by Type of School

For use by	Books to be ordered	Estimated cost
Public school students and teachers		
Elementary schools	1,119,761	$4,280,650
High schools	433,787	1,658,292
Subtotal	1,553,548	$5,938,942
Private school students and teachers		
Elementary schools	113,245	$ 432,916
High schools	23,547	90,016
Subtotal	136,792	$ 522,932
Total	1,690,340	$6,461,874

4. All materials purchased with Title II funds must be selected in accordance with criteria and procedures established by an instructional materials selection policy adopted by the school district governing board.

5. Each school district applying for funds is required to indicate in the application its immediate and long-range plans for meeting or approaching the level of service outlined in ALA's Standards for School Library Programs.

6. Not less than 75 percent of a school district's entitlement shall be spent for books and other printed materials, and not more than 25 percent shall be spent for audio-visual materials -- thus placing a priority on erasing the huge book deficit in California school libraries before using the funds to build up film libraries, purchase television kinescopes and video tapes, and provide other nonbook materials.

7. The regular consultant services provided in the library and audio-visual fields are to be augmented by special ad hoc consultants made available to districts and county offices upon requests.

Title II Program in Private Schools

The eligibility of a private school to participate in the Title II program was determined by data furnished by the Department of Education in a "participation statement" completed by the school. The conditions to be met were outlined in the statement as follows:

A. Accurate attendance figures for periods corresponding to the periods in which attendance figures are collected by public schools

B. Assurance of compliance with the Civil Rights Act of 1964

C. Statement of willingness to comply with all regulations of the Title II State Plan as reflected in the manual, including assurance that materials and resources secured on a loan basis from a public school district will supplement, and in no case supplant, local expenditures for such materials and resources

D. Meet the provisions of Section 12154 of the California Education Code, which requires the following:

   (1) Full-time day school attendance

   (2) Teachers "capable of teaching" ("The standards to be used will be comparable to those required for public school teachers except for credential requirements." -- Attorney General's Opinion, N.S. 3965)

   (3) Teaching in the English language

Table XII-6

Library Books Reported by Public School Agencies in California--1966

County	Number of library books			Enrollment, K-12	Books per student
	Reported by school districts	In county school libraries*	Total		
Alameda---------	1,783,022	101,798	1,884,820	243,116	7.8
Alpine-----------	----	----	----	104	----
Amador ---------	11,405	----	11,405	2,509	7.7
Butte------------	112,764	62,500	175,264	24,027	7.3
Calaveras -------	7,605	11,548	19,153	2,560	7.5
Colusa ----------	8,000	23,178	31,178	3,008	10.4
Contra Costa-----	914,196	25,000	939,196	146,789	6.4
Del Norte--------	36,348	----	36,348	4,479	8.1
El Dorado -------	36,098	39,743	75,841	10,704	7.1
Fresno----------	523,204	244,385	767,589	116,544	6.6
Glenn -----------	36,978	13,051	50,029	5,045	9.9
Humboldt--------	90,107	----	90,107	28,801	3.1
Imperial---------	83,618	----	83,618	21,993	3.8
Inyo-------------	6,024	22,500	28,524	3,593	7.9
Kern------------	318,259	93,921	412,180	95,422	4.3
Kings -----------	72,491	20,291	92,782	16,486	5.6
Lake------------	29,036	27,340	56,376	3,684	15.3
Lassen----------	12,103	19,043	31,146	4,418	7.0
Los Angeles -----	7,200,645	475,531	7,676,176	1,645,949	4.7
Madera----------	29,010	63,946	92,956	10,746	8.7
Marin-----------	276,094	----	276,094	45,789	6.0
Mariposa--------	14,893	----	14,893	1,041	14.3
Mendocino-------	55,499	45,000	100,499	12,304	8.2
Merced----------	143,048	74,970	218,018	30,874	7.1
Modoc-----------	6,184	37,239	43,413	1,804	24.1
Mono------------	5,200	5,000	10,200	617	16.5
Monterey--------	273,915	47,000	320,915	55,843	5.7
Napa------------	79,528	31,030	110,558	16,478	6.7
Nevada----------	10,313	----	10,313	4,614	2.2
Orange----------	986,820	17,490	1,004,310	311,437	3.2
Placer ----------	54,533	70,051	124,584	20,104	6.2
Plumas----------	30,845	----	30,845	3,114	9.9
Riverside--------	366,904	66,657	433,561	98,632	4.4
Sacramento------	577,627	375,654	953,281	168,245	5.7
San Benito-------	18,451	----	18,451	4,078	4.5
San Bernardino---	930,102	----	930,102	173,672	5.4
San Diego--------	1,457,839	271,948	1,729,787	296,050	5.8
San Francisco----	306,848	----	306,848	128,938	2.4
San Joaquin------	288,958	75,000	363,958	67,997	5.4
San Luis Obispo--	75,431	47,839	123,270	22,477	5.5
San Mateo -------	845,495	17,020	862,515	134,429	6.4
Santa Barbara----	326,305	42,890	369,195	65,340	5.7
Santa Clara------	1,383,977	----	1,383,977	256,313	5.4
Santa Cruz-------	103,132	31,735	134,867	26,526	5.1
Shasta-----------	59,203	59,677	118,880	20,584	5.8
Sierra-----------	2,300	----	2,300	732	3.1
Siskiyou---------	57,832	----	57,832	9,636	6.0
Solano-----------	164,843	----	164,843	40,471	4.1
Sonoma----------	123,820	242,590	366,410	48,884	7.5
Stanislaus -------	215,792	109,360	325,152	50,031	6.5

Table XII-6--Continued

Library Books Reported by Public School Agencies in California--1966

County	Number of library books			Enrollment, K-12	Books per student
	Reported by school districts	In county school libraries*	Total		
Sutter----------	59,630	69,150	128,780	10,026	12.8
Tehama---------	26,751	21,980	48,731	7,525	6.5
Trinity----------	8,944	13,790	22,734	1,915	11.9
Tulare----------	139,626	141,140	280,766	50,190	5.6
Tuolumne -------	22,372	----	22,372	4,054	5.5
Ventura---------	400,251	336,370	736,621	87,869	8.4
Yolo------------	78,383	49,250	127,633	18,690	6.8
Yuba------------	15,283	26,460	41,743	11,527	3.6
All counties----	21,303,884	3,570,065	24,873,939	4,698,827	5.2

*These are libraries maintained by the Office of the County Superintendent of Schools.

(4) Instruction offered in the several branches of study required to be taught in the public schools of the state (Education Code Section 7604)

(5) Maintain attendance of pupils in a register that shows every absence of a pupil from school for half a day or more during each day that school is maintained during the year

E. Provide all information required by the State Department of Education to carry out its responsibilities in the administration of the Title II program

Private schools operating in California and offering elementary instruction, high school instruction, or both, were identified (1) by utilizing the directory of private schools published by the California Association of Independent Schools; (2) by requesting the various religious organizations to report schools they maintained; and (3) by requesting each county superintendent of schools to report private schools that were being operated in his county. These procedures were employed because no directory of private schools operating in California was available. The types and numbers of private elementary and high schools that were identified are shown in Table XII-7.

Of the parochial schools, 836, or 50.8 percent, were Catholic, and 437, or 26.6 percent, were those of other religions. Although the Seventh-Day Adventist schools make up the second largest group of church-affiliated schools, none of the 147 Seventh-Day Adventist schools elected to participate in the Title II program.

Table XII-8 provides a breakdown by denominational affiliation of the private schools identified. And Table XII-9 (page 216) shows a county-by-county breakdown of schools responding to the questionnaire ("participation statement"), the number of schools qualified to participate in the program, and the grade levels maintained by the schools. More than 85 percent of the private schools that returned completed questionnaires were eligible to participate.

Table XII-7

Private Schools in California--1966

Type	Number	Percent
Parochial (all denominations)--	1,272	77.3
Independent------------------	289	17.6
Not determined --------------	84	5.1
Total ---------------------	1,645	100.0

Table XII-8

Denominational Affiliations of Private Schools in California

Affiliation	Number	Percent
Roman Catholic	836	50.8
Seventh-Day Adventist	147	8.9
Lutheran	136	8.3
Episcopal	51	3.1
Baptist	33	2.0
Other Protestant	15	0.9
Methodist	13	0.8
Assembly of God	10	0.6
Hebrew	8	0.5
Brethren	5	0.3
Nazarene	5	0.3
Church of Christ	5	0.3
Church of God	3	0.2
Armenian Apostolic	3	0.2
Foursquare	2	0.1
Mennonite Brethren	1	0.1
Not determined	84	5.1
Independent	289	17.6
Total	1,646	

The Phase II Program

Although the Phase I program, which established an entitlement for each school district, gave great impetus to the development of school libraries, the Phase II program has probably been more effective. Under the Phase II program, several pilot project libraries were opened to visitors in the 1966-67 school year, and 86 were opened during 1967-68. These projects are developed to demonstrate the value of school instructional materials centers that have full complements of library and audio-visual materials. Table XII-10 shows the number of schools, according to grade levels, that participated in Phase II projects for the 1965-66 and 1966-67 school years.

Prior to this time there had been no outstanding school library programs in many areas of the state. In these areas many parents, members of governing boards of school districts, school administrators, teachers, and other citizens had expressed their interest in the schools' having good libraries. However, few had enjoyed an opportunity to observe good library programs in operation or to know how such programs might be established.

Under the Phase II program, $2 million will be made available each year for creating model school instructional materials centers. In approving the Phase II program, members of the Federal Aid Subcommittee of the State Board of Education called for a "dramatic program" that would develop a maximum number of such libraries each year to demonstrate the impact of adequate instructional resources on California education.

In 1966 priorities for the approval of Phase II projects were determined in relation to the following considerations:

1. The potential effectiveness that the project will have in improving library and audio-visual services in an area
2. The provision of a maximum number of elementary school libraries or instructional materials centers in which programs of service can be rapidly developed to meet national standards
3. The provision of an adequate number of secondary school libraries or instructional materials centers in which programs of service can be rapidly developed to meet national standards
4. The provision of a wide geographic distribution of pilot projects
5. The effectiveness of the library and audio-visual programs already developed in a school district

Table XII-10

Schools in Which Phase II Projects Were Designated -- 1965-66 and 1966-67

Year	Elementary or intermediate schools*	Junior high schools†	Senior and four-year high schools	Combined elementary-high schools	Total
1965-66	26	7	15	0	48
1966-67	23	2	11	2	38
Total	49	9	26	2	86

*Schools which have grades 7 and 8 and are maintained by elementary school districts cannot legally be classed as junior high schools, so they are included in the elementary-intermediate column.

†The Phase II project list included at least three schools which are locally called junior high schools, but which do not meet the Education Code requirements for this designation.

6. The provision by the district of qualified professional personnel to administer and supervise the program
7. The location of projects in or near demonstration and teacher-training schools of state colleges and state universities
8. The location of projects in public schools used by other colleges and universities for teacher training
9. The coordination of projects with other titles of the Elementary and Secondary Education Act and with other state and federal programs

In selecting the schools to receive Phase II grants, 20 educators in 1965-66 and 25 educators in 1966-67 assisted in the evaluation process. In each instance, the group contained school administrators, curriculum specialists, library science specialists, and audio-visual specialists.

The 48 projects chosen in 1965-66 were distributed among 29 counties, and the 38 projects added in 1966-67 extended this distribution to include 39 counties. Of the 19 counties that did not have projects, 12 did not submit applications; the applications submitted by the seven other counties were not approved.

Information regarding the assignment of projects, the type of materials requested for projects, and the personnel requested for operating the library projects is shown in tables XII-11, XII-12, XII-13, XII-14, XII-15, and XII-16, which appear on the following pages.

Table XII-9

Private School Response to ESEA, Title II, Program--1966

County	Total schools reported	Schools responding to questionnaire	Schools qualifying to participate	Grade level of schools qualifying to participate		
				Elementary	High School	Combined
Alameda	67	58	55	44	9	2
Alpine	0	----	----	----	----	----
Amador	1	0	----	----	----	----
Butte	6	5	3	2	0	1
Calaveras	1	0	----	----	----	----
Colusa	1	1	1	1	0	0
Contra Costa	33	25	23	21	2	0
Del Norte	2	2	1	1	0	0
El Dorado	4	2	1	1	0	0
Fresno	26	20	14	10	4	0
Glenn	1	0	----	----	----	----
Humboldt	12	7	6	5	1	0
Imperial	6	6	4	3	0	1
Inyo	2	0	----	----	----	----
Kern	15	13	11	10	1	0
Kings	4	4	3	3	0	0
Lake	2	1	0	----	----	----
Lassen	1	0	----	----	----	----
Los Angeles	679	451	385	285	59	41
Madera	4	1	1	1	0	0
Marin	26	21	28	15	3	2
Mariposa	2	1	0	----	----	----
Mendocino	8	6	3	3	----	----
Merced	9	5	5	4	1	0
Modoc	0	----	----	----	----	----
Mono	0	----	----	----	----	----
Monterey	18	14	12	7	2	3
Napa	12	5	4	4	0	0
Nevada	4	3	2	1	1	0
Orange	81	51	40	34	5	1
Placer	5	3	2	2	0	0
Plumas	0	----	----	----	----	----
Riverside	43	21	18	14	2	2
Sacramento	48	39	39	30	7	2
San Benito	2	1	1	1	0	0
San Bernardino	51	33	25	21	1	3
San Diego	99	77	68	50	8	10
San Francisco	97	78	73	51	14	8
San Joaquin	21	19	13	11	1	1
San Luis Obispo	9	6	6	5	1	0
San Mateo	44	37	34	27	4	3
Santa Barbara	44	23	16	9	6	1
Santa Clara	52	47	42	33	7	2
Santa Cruz	10	7	7	3	3	1
Shasta	6	3	2	2	0	0
Sierra	0	----	----	----	----	----
Siskiyou	0	----	----	----	----	----
Solano	7	5	5	4	1	0
Sonoma	15	10	10	5	3	2
Stanislaus	10	6	5	5	0	0

Table XII-9--Continued

Private School Response to ESEA, Title II, Program--1966

County	Total schools reported	Schools responding to questionnaire	Schools qualifying to participate	Grade level of schools qualifying to participate		
				Elementary	High School	Combined
Sutter	3	3	2	2	0	0
Tehama	3	2	2	1	1	0
Trinity	0	----	----	----	----	----
Tulare	8	4	4	4	0	0
Tuolumne	2	2	0	----	----	----
Ventura	30	24	18	13	5	0
Yolo	6	5	5	5	0	0
Yuba	3	3	2	1	1	0
Total	1,645	1,160	993	754	153	86
Percent	----	70.5	85.6	75.9	15.4	8.7

Table XII-11

Schools Designated in 1966 for Pilot Project Libraries Under ESEA, Title II, Phase II

County	District	School	Grades
Alameda	Amador Valley Joint Union High	Amador Valley High	9-12
	Berkeley City Unified	Columbus Elementary	K-6
	Livermore Valley Joint Unified	Emma C. Smith Elementary	1-4
Fresno	Fresno City Unified	Holland Elementary	K-6
Glenn	Orland Joint Union High	Orland Joint Union High	9-12
Humboldt	Arcata Union High	Arcata High	9-12
Imperial	El Centro Elementary	Wilson Elementary	7-8
Kern	Kern County Joint Union High	East Bakersfield High	9-12
	Mojave Unified	Mojave Elementary	K-6
	Richland Elementary	Richland Intermediate	4-6
Lassen	Lassen Union High	Lassen High	9-12
Los Angeles	Compton City Elementary	George Washington Elementary	K-6
	East Whittier City Elementary	Mulberry Elementary	K-6
	Long Beach Unified	Lincoln Elementary	K-6
	Santa Monica Unified	John Adams Junior High	7-9
Madera	Oakhurst Union Elementary	Oakhurst Elementary	K-8
Marin	Tamalpais Union High	Sir Francis Drake High	9-12
Mendocino	Fort Bragg Unified	Fort Bragg Junior High	7-9
Merced	Livingston Union Elementary	Selma Herndon Elementary	4-8
	Los Banos Unified	Los Banos High	9-12
	Merced City Elementary	Donn B. Chenoweth Elementary	K-6
Monterey	Monterey Peninsula Unified	Monterey High	10-12
	Salinas City Elementary	Sherwood Elementary	K-6
Nevada	Ready Springs Union Elementary	Ready Springs Elementary	K-8
Riverside	Hemet Unified	Hemet Senior High	9-12
	Thermal Union Elementary	Westside Elementary	1-6
Sacramento	Elk Grove Unified	James Rutter Junior High	7-9
	Folsom-Cordova Joint Unified	Folsom Senior High	9-12
	Rio Linda Union Elementary	Rio Linda Elementary	K-6
San Bernardino	Rialto Unified	Frisbie Junior High	7-9
San Diego	Carlsbad City Elementary	Valley Intermediate	7-8
	Chula Vista City Elementary	Fred H. Rohr Elementary	1-6
	Poway City Unified	Poway High	9-12
San Joaquin	Manteca Unified	Sequoia Elementary	K-6
	Stockton City Unified	Fremont Junior High	7-9
San Luis Obispo	Atascadera Unified	Lewis Avenue Elementary	K-8
San Mateo	Jefferson Elementary	George Washington Elementary	4-6
Santa Barbara	Santa Barbara City Elementary and City High	Goleta Valley Junior High	7-8
	Santa Ynez Valley Union High	Santa Ynez High	9-12
Santa Clara	Cupertino Union Elementary	Cupertino Intermediate	7-8
	Franklin-McKinley	McKinley Elementary K-6	K-6
	Fremont Union High	Homestead High	9-12
Santa Cruz	Pajaro Valley Unified	Watsonville High	9-12
Shasta	Enterprise Elementary	Parsons Elementary	7-8
Solano	Fairfield Elementary	David A. Weir Elementary	K-8
Tuolumne	Sonora Union High	Sonora High	9-12
Ventura	Valley Oaks Union Elementary	Waverly Elementary	K-8
Yolo	Davis Joint Unified	Oliver Wendell Holmes Junior High	7-9

Table XII-12

Schools Designated in 1967 for Pilot Project Libraries Under ESEA, Title II, Phase II

County	District	School	Grades
Alameda	Pleasanton Joint Elementary	Black Avenue Elementary	K-8
Butte	Chico Unified	Neal Dow Elementary	K-6
Contra Costa	San Ramon Valley Unified	Monte Vista High	9-12
El Dorado	Lake Tahoe Unified	South Tahoe High	9-12
Fresno		Fresno State College Laboratory School	K-6
Imperial	San Pasqual Valley Unified	San Pasqual Valley Elementary	K-8
		San Pasqual Valley High	9-12
Lake	Middletown Unified	Middletown Elementary and High	K-12
Lassen	Janesville Union Elementary*	Janesville Elementary	1-8
Los Angeles	Arcadia Unified	Arcadia High	10-12
	Beverly Hills Unified	Beverly Vista Elementary	K-8
	Charter Oak Unified	Royal Oak High	9-12
	South Pasadena Unified	South Pasadena Junior High	7-9
	Temple City Unified	Longden Elementary	K-6
Marin	Marin County Schools	Loma Alta (Juvenile Hall) High	7-12
	Reed Union Elementary	Del Mar Elementary	7-8
Mendocino	Anderson Valley Unified	Anderson Valley Elementary	K-7
Orange	Newport-Mesa Unified	Estancia High	9-12
	Orange Unified	Fairhaven Elementary	K-6
Riverside	Coachella Elementary	Dateland Elementary	6-8
	Coachella Valley Joint Union High	Coachella Valley High	9-12
	Oasis Joint Elementary*	Oasis Elementary	K-8
Sacramento	Sacramento City Unified	American Legion Continuation	10-12
	San Juan Unified	Sylvan Intermediate	6-8
San Bernardino	Apple Valley Elementary*	Yucca Loma Elementary	K-6
San Diego	Cajon Valley City Elementary	Madison Avenue Elementary	K-6
San Francisco		San Francisco State College Frederic Burk School	K-6
San Luis Obispo	Paso Robles Union Elementary	Winifred Pifer Elementary	K-5
San Mateo	Belmont Elementary	Benjamin Fox Elementary	1-6
Santa Barbara	Lompoc Unified	Lompoc High	9-12
	Solvang Elementary	Solvang Elementary	K-8
Santa Clara	Alum Rock Union Elementary*	Joseph George Elementary	K-6
Santa Cruz	San Lorenzo Valley Unified	San Lorenzo Valley Junior High	7-8
Shasta	Shasta Union High	Shasta Union High	10-12
Solano	Vallejo City Unified	Lincoln Elementary	K-6
Sutter	Yuba City Unified	Barry Elementary	K-8
Trinity	Weaverville Elementary	Weaverville Elementary	K-8
Tulare	Woodlake Union High	Woodlake High	9-12
Yuba	Yuba City Unified	Ella Elementary	K-5

*To be funded during fiscal year 1968.

Table XII-13

Items to be Acquired Under ESEA, Title II, Phases I and II, by Number and Cost -- 1965-66

Items	Items Requested	Amount of funds requested*
Books		
Phase I--------	1,690,340	$6,461,874
Phase II -------	134,708	646,455
Subtotal-----	1,825,048	$7,108,329
Periodicals and other printed materials		
Phase I--------	58,282	$ 139,514
Phase II -------	28,799	63,213
Subtotal-----	87,081	$ 202,727
Audio-Visual materials		
Phase I--------	151,786	$1,461,412
Phase II -------	39,785	222,817
Subtotal-----	191,571	$1,684,229
Textbooks for the Visually Handicapped----------	729	$ 14,072
Total -----------	2,104,429	$9,009,357

*Includes the cost of cataloging, processing, and delivery.

Table XII-14

Summary of Funds Requested Under ESEA, Title II, Phase I -- 1965-66

Items	For public schools		For use by students and teachers of private schools		For all schools	
	Amount	Percent	Amount	Percent	Amount	Percent
Books----------	$5,938,942	79.6	$522,932	84.3	$6,461,874	80.0
Periodicals and other printed material-----	138,077	1.9	1,437	0.2	139,514	1.7
Audio-visual material ------	1,365,478	18.3	95,934	15.5	1,461,412	18.1
Textbooks for visually handicapped (secondary schools only) ---	14,072	.2	0	0.0	14,072	.2
Total--------	$7,456,569	100.0	$620,303	100.0	$8,076,872	100.0

Table XII-15

Number of Librarians and Teacher-Librarians in Public Schools Participating in ESEA, Title II, 1965-66

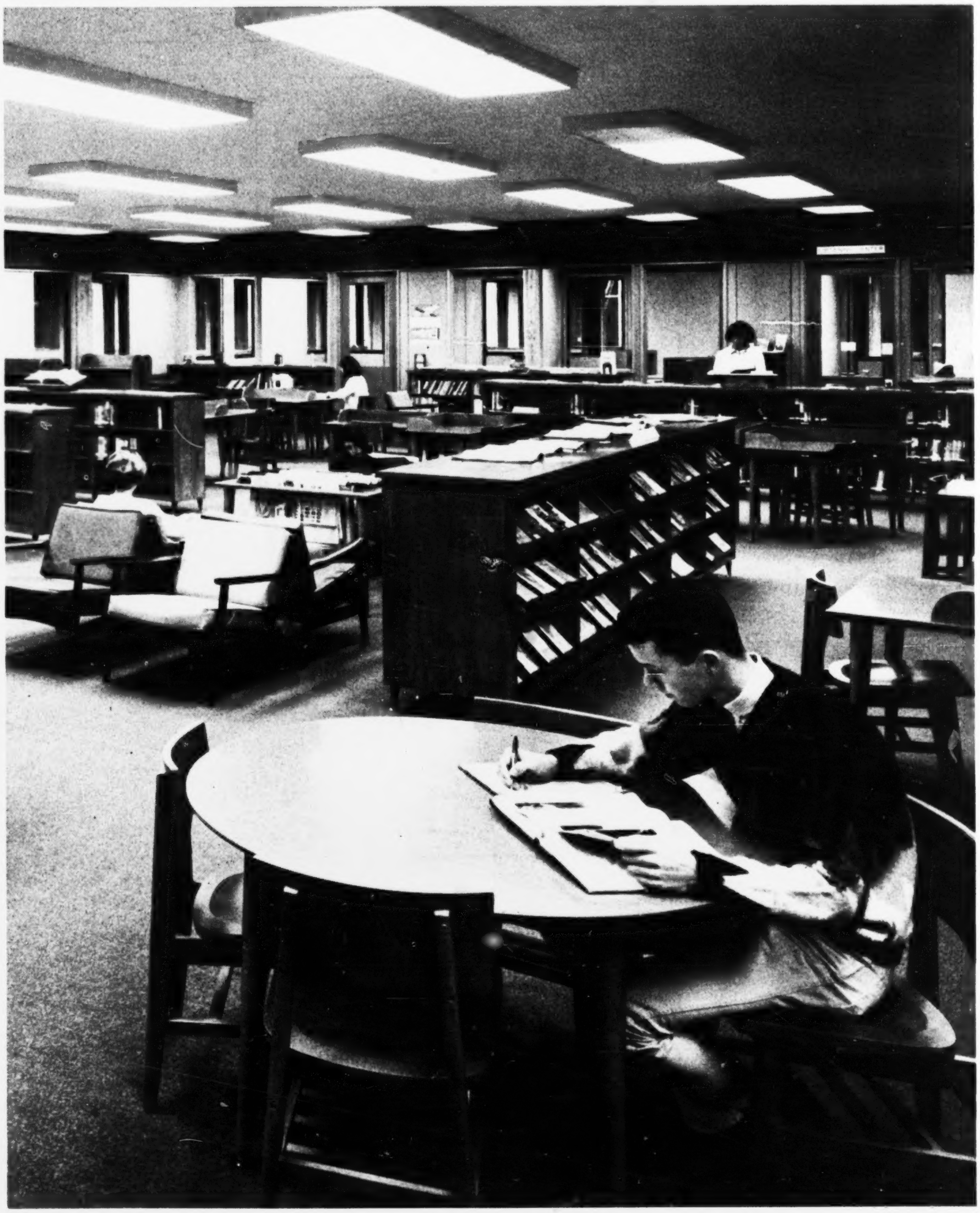
Type of schools	FTE* credentialed librarians	FTE teacher-librarians
Elementary-----	843.5	1,329.8
High school-----	545.8	126.5
Total--------	1,389.3	1,456.3

*Full-time equivalent.

Table XII-16

Ratio of Library Personnel to Public School Students

Library personnel (FTE)			Students	Ratio of library personnel to students
Credentialed librarians	Teacher-librarians	Total		
1,389.3	1,456.3	2,845.6	4,089,447	1:1,439.9



Henry M. Gunn Senior High School
Photo by William C. Eymann

XIII

New California Programs for School Libraries

The significance of school libraries and librarians in the educational program has been recognized recently in two important state programs. In 1964 the State School Building Aid program was amended to allow the State Allocation Board to provide apportionments for initial book collections in school libraries constructed under the aid program. And in 1965 the Miller-Unruh Basic Reading Act provided an allowance for partial payment of a librarian's salary, to be based upon the number of special reading teachers assigned to a school.

State Allocation Board Apportionments

For several years school officials had urged the State Allocation Board to make apportionments for library book collections as part of state-aided building programs. In 1963 the Attorney General of California ruled that school district bond funds may be used for initial library collections and for major additions to book collections, and that the State Allocation Board could make apportionments for such purposes if it desired to do so.

Study by General Services

To assist the State Allocation Board in reaching a decision in this matter, the research staff of the Office of Local Assistance, State Department of General Services, analyzed the size, cost, and other characteristics of libraries in state-aided and non state-aided school districts in California. The staff also conferred with the Library Book Committee of the California Association of School Administrators and with the School Library Consultant of the Department of Education concerning the findings of the study. The report of the study submitted to the State Allocation Board by the Director of General Services included suggested schedules of allowances developed from survey data.

That portion of the study report dealing with high schools was based upon analysis of original questionnaires received by the State Library from high school librarians in the latter part of 1962. These data covered approximately one-half of the high school enrollment in the state. That portion dealing with elementary schools was based upon responses from a questionnaire sent to 832 elementary and unified school districts or to all districts with an a. d. a. of 150 or more. The findings on elementary libraries were based upon a response to the questionnaire of more than 80 percent.

Both high school and elementary school questionnaires inquired into the size of book collections, the year a library was established, and book transactions during the preceding year. The elementary questionnaire also inquired into the cost and extent of other types of library book services, such as those offered by county superintendents of schools. The resultant data were classified into significant groupings, such as the grade span of a school and the size of enrollment.

Generalizations were drawn by the Office of Local Assistance of the Department of General Services from an analysis of data presented in Table XIII-1 (page 227) and Table XIII-2 (page 229). Table XIII-1 shows that the size and cost of maintaining library collections varied among school districts of the same type and enrollment. The cost of library book services per pupil was considerably greater for small districts than for large ones, regardless of the type of service. Table XIII-2 shows that few schools met the minimum standards of the American Library Association for size of book collections. Book costs in terms of annual outlay per pupil were not greatly different for long established libraries in state-aided districts. The number of volumes averaged significantly less for state-aided schools of a given type and size than for smaller schools in nonstate-aided districts.

Allowances for School Libraries

The study by the Department of General Services found that most schoolbook collections were financed initially by a special outlay over the first year to five years of a library's existence. In addition, an annual maintenance amount was contributed which, although not necessarily constant, tended to level out over a period of years.

When book collections were capitalized for purposes of state aid, it was assumed that a school district would contribute each year, beginning with the establishment of a library, an amount sufficient to maintain an ultimate collection equal in size to the average for a nonstate-aided district with the same enrollment. In essence then, the approach was that state aid plus district contributions, beginning with the establishment of a library, would result in book collections in state-aided schools equal to the average size of collections in long established libraries in nonstate-aided districts. The estimated cost was $1,560,000 for the first year, and $780,000 for each year thereafter. The schedule of allowances for each type of school may be found in Table XIII-3 (page 230).

Part III of the "Furniture and Equipment Manual" describes furniture and equipment allowances (cost standards) of the State Allocation Board. Included are cost standards of allowances for school libraries:

> The allowance applies only to attendance centers having full-functioning school libraries. The term "full-functioning" means a library where pupils have ready access to the collection, may charge books from the library, and the space contains reasonable provision for reading, reference work and study. The term applies to the manner in which the

library functions, not to the elaborateness or physical condition of the facilities, or the fact that the space may be used as an emergency classroom or for other purposes during part of the day. The term excludes so-called libraries which are primarily book repositories.

The total amount of the allowance applies to projects which involve the initial establishment of libraries in attendance centers. Projects adding to the pupil capacity or estimated ADA of existing attendance centers may receive an allowance based on the difference, if any, between the allowance computed for the school excluding the addition and the amount computed including the addition (Type II Calculation). The provisions of Section H of Part III of this manual (p. 16) relating to a procedure for completing the equipping of existing facilities, are not applicable to allowances for library book collections.

. . . .

The allowance shall not apply to any project where the initial apportionment for construction was made prior to December 10, 1961. In all cases where the allowance is to be "backed in" to an application, the district must be currently qualified to receive an apportionment or there must be available funds previously apportioned which can be transferred for such use.

The allowance shall be used only for reference volumes and the permanent general book collection. The allowance may not be used for library book services by other agencies or for the purchase of current periodicals, pamphlets, textbooks, supplementary texts, or other materials that are not usually a part of the general book collection or standard reference volumes of a school library. Any part of the library book allowance not used as herein specified, shall be returned to the State. The financing of library books is separate from any other allowance; unused funds from other furniture and equipment allowances may not be used for the purchase of library books.

The desire of the State Allocation Board and the Department of Education is to provide as much breadth as possible to the library book collection, within the limitations of the funds available. School districts should, therefore, limit the number of copies of each title to a minimum.[1]

Miller-Unruh Basic Reading Act

The basic purpose of the Miller-Unruh Basic Reading Act (1965) was to improve the elementary school reading program. This legislation also recognized the importance of school libraries and school librarians to the success of the reading program. Funds were provided, to be made available under certain circumstances, to help pay for the salaries of school librarians. Since this allowance could pay for only part of the salary for a full-time librarian, and since during the first year few school districts were able to qualify for the amount allowed, it would appear that possibly the greatest significance of the Miller-Unruh Act to the school library program lay in its declaration of intent:

---

[1] "Furniture and Equipment Manual." Prepared by the Office of Local Assistance, Department of General Services. Sacramento: California State Department of General Services, January 1, 1964, p. 15 (mimeographed).

> It is the intent and purpose of the Legislature that the elementary school reading instruction program provided for by this chapter shall be directed to the prevention of reading disabilities, and the correction of reading disabilities at the earliest possible time in the educational career of the pupil. The instruction program shall be provided in grades one, two, and three in the elementary schools.
>
> . . . The Legislature further recognizes that early development of reading ability enhances the opportunity of each pupil for success in school and for success in a career upon leaving school. The Legislature further recognizes that to achieve its intent and purpose it will be necessary to provide means to employ teachers trained in the teaching of reading, to provide incentives to encourage such training, and to stimulate the establishment and maintenance of school libraries. To carry out its intent and purpose, the Legislature has enacted this chapter to provide salary payments for specialist teachers in reading, scholarships to encourage the development of skills in the teaching of reading, and salary payments for the employment of professional librarians in school districts.[2]

For further information concerning the Miller-Unruh Basic Reading Act of 1965, and to obtain forms for applying for funds, school districts may get in touch with the following bureaus in the California State Department of Education:

Bureau of School Apportionments and Reports (applications for funds)

Bureau of Educational Programs and Subject Specialists (program)

Bureau of Teacher Education and Certification (qualifications and education of specialist teachers)

Bureau of Administrative Research and District Organization (testing of children)

---

[2] Education Code Section 7771.

Table XIII-1

District Expenditures for Elementary School Library Services, 1962*

Type of district and enrollment range	Number of districts reporting	Total enrollment, March, 1963	Total expenditures	Expenditures by source		Total expendit-ures per pupil	Expenditures per pupil by source	
				Library book fund	Other		Library book fund	Other
K-6 state-aided districts								
Under 500 pupils---	4	938	$ 3,050	$ 150	$ 2,900	$3.25	$ .16	$3.09
500-999----------	6	3,998	10,925	200	10,725	2.73	.05	2.68
1,000-4,999-------	15	34,863	97,133	50,041	47,092	2.79	1.44	1.35
5,000-9,999-------	5	31,817	74,953	36,164	38,789	2.36	1.14	1.22
10,000-19,999-----	0	-------	-------	-------	-------	----	----	----
20,000 or more----	0	-------	-------	-------	-------	----	----	----
All--------------	29	71,616	$ 186,061	$ 86,555	$ 99,506	$2.60	$1.21	$1.39
K-8 state-aided districts								
Under 500 pupils---	16	4,606	$ 14,035	$ 500	$ 13,535	$3.05	$ .11	$2.94
500-999-----------	22	16,722	48,890	13,572	35,318	2.92	.81	2.11
1,000-4,999-------	63	171,200	574,410	289,385	285,025	3.36	1.69	1.66
5,000-9,999-------	21	153,244	294,867	278,967	15,900	1.92	1.82	.10
10,000-19,999-----	7	88,493	161,804	161,804	0	1.83	1.83	.00
20,000 or more----	4	98,497	311,783	213,635	98,148	3.17	2.17	1.00
All--------------	133	532,762	$1,405,789	$ 957,863	$447,926	$2.64	$1.80	$ .84
K-6 nonstate-aided districts								
Under 500 pupils---	28	6,785	$ 29,013	$ 7,843	$ 21,170	$4.28	$1.16	$3.12
500-999-----------	18	12,122	45,220	7,882	37,338	3.73	.65	3.08
1,000-4,999-------	26	62,423	146,390	113,440	32,950	2.35	1.82	.53
5,000-9,999-------	13	85,933	156,683	136,483	20,200	1.82	1.59	.24
10,000-19,999-----	10	136,608	110,750	110,750	0	.81	.81	.00
20,000 or more----	5	482,859	472,177	472,177	0	.98	.98	.00
All--------------	100	786,730	$ 960,233	$ 848,575	$ 111,658	$1.22	$1.08	$ .14

Table XIII-1 -- Continued

District Expenditures for Elementary School Library Services, 1962*

Type of district and enrollment range	Number of districts reporting	Total enrollment, March, 1963	Total expenditures	Expenditures by source		Total expenditures per pupil	Expenditures per pupil by source	
				Library book fund	Other		Library book fund	Other
K-8 nonstate-aided districts								
Under 500 pupils---	179	53,726	$ 203,385	$ 45,693	$ 157,692	$3.79	$ .85	$2.94
500-999-----------	83	59,277	196,769	64,893	131,876	3.32	1.09	2.22
1,000-4,999-------	101	220,168	602,797	419,358	183,439	2.74	1.90	.83
5,000-9,999-------	13	81,840	250,222	228,347	21,875	3.06	2.79	.27
10,000-19,999-----	5	64,447	146,096	146,096	0	2.27	2.27	.00
20,000 or more----	2	92,953	161,950	161,950	0	1.74	1.74	.00
All--------------	383	572,411	$1,561,219	$1,066,337	$ 494,882	$2.73	$1.86	$ .86

*Source of data was replies of 645 elementary, high school, and unified school districts to a questionnaire sent in September, 1963, by the Office of Local Assistance of the California State Department of General Services.

Table XIII-2

Average (Median) Number of Volumes in School Libraries*

Type of school and enrollment	Average number of volumes in school libraries established			
	Five or more years		Less than five years	
	State-aided districts	Nonstate-aided districts	State-aided districts	Nonstate-aided districts
K-6 schools				
Under 200	-----	400†	-----	479
200-399	2,500†	3,174	1,747	1,888
400-599	2,305	3,572	1,775	2,500
600-799	3,285	4,101	1,148	2,114
800-999	3,900†	4,602	2,381†	4,150†
1,000 or more	-----	5,922†	3,100†	-----
K-8 schools				
Under 200	-----	1,200	-----	450†
200-399	650†	1,739	1,100†	1,200
400-599	-----	4,000	2,900†	1,750
600-799	3,607†	4,250	1,421	3,251
800-999	4,616†	3,730†	3,920†	2,295†
1,000 or more	-----	500†	8,290†	6,337†
6-8, 7-8 (intermediate) schools				
Under 200	-----	-----	4,000†	606†
200-399	3,943†	3,825†	2,900†	1,200
400-599	6,434†	3,626	1,693	2,539
600-799	4,503	3,851	4,313†	3,590
800-999	5,000†	6,106	3,015	-----
1,000 or more	4,952†	5,319†	3,293†	-----
6-9 (junior high) schools				
Under 500	-----	2,757†	-----	1,310†
500-999	3,508	6,343	-----	3,718
1,000-1,499	6,361	7,582	1,187	-----
1,500-1,999	-----	8,803	1,380	6,375†
2,000 or more	-----	7,045	-----	2,781†
7-12, 9-12, 10-12 (senior high) schools				
Under 500	-----	2,798	800†	880
500-999	3,897†	5,523	3,541	5,000
1,000-1,499	5,974	8,286	3,308	4,193
1,500-1,999	9,113	10,000	5,450	6,465
2,000 or more	9,156	11,625	5,058	6,798

* Sources of these data were: (1) replies constituting an 80 percent response to a questionnaire sent to all school districts with over 150 a.d.a. and maintaining elementary schools (the questionnaire was sent in September, 1963, by the Office of Local Assistance of the California state Department of General Services); and (2) replies constituting approximately a 50 percent response to a State Library questionnaire on high school libraries, 1962.

†Median based on less than five cases.

Table XIII-3

Schedule of Allowances for School Libraries*

Space or facility	Allowance
Elementary schools	
Library book collections for elementary school attendance centers with no pupils beyond grade six	Based upon pupil capacity of attendance center
Pupil capacity under 300	$14.70 per unit of pupil capacity
Pupil capacity 300 or more	$3,315 plus $3.65 for each of the first 900 units of pupil capacity
Library book collections for elementary schools with pupils beyond grade six	Based upon pupil capacity of attendance center
Pupil capacity under 300	$15.95 per unit of pupil capacity
Pupil capacity 300 or more	$3,585 plus $4 for each of the first 900 units of pupil capacity
Junior high and intermediate schools	
Junior high schools (which include grade nine)	Based upon estimated a.d.a. of attendance center
Estimated a.d.a. under 750	$3,000 plus $10.52 for each of the first 750 of the estimated a.d.a. of attendance center
Estimated a.d.a. 750 or more	$7,890 plus $4 for each of the first 1,750 of the estimated a.d.a. of attendance center
Intermediate (6-8, 7-8) schools	Based upon estimated a.d.a. of attendance center
Estimated a.d.a. under 300	$17.20 per unit of a.d.a.
Estimated a.d.a. 300 or more	$3,870 plus $4.30 for each of the first 1,500 of the estimated a.d.a. of attendance center
High schools	Based upon estimated a.d.a. of attendance center
Estimated a.d.a. under 1,250	$2,750 plus $10.80 for each of the first 1,250 of the estimated a.d.a. of attendance center
Estimated a.d.a. 1,250 or more	$8,125 plus $6.50 for each of the first 2,240 units of a.d.a. of attendance center

---

*Issued by the California State Department of General Services and revised March, 1964.

XIV

Consultant Services for School Libraries

The history of school libraries shows that state education and library agencies have had key roles in the establishment and improvement of school libraries. Much of this work has been carried on through the state office of school library supervision, and it is generally true that school libraries have reached a higher state of development in those states that have had school library supervisors.[1]

California was late in establishing school library supervision as one of the responsibilities of the State Department of Education, especially in view of the number of schools in the state. Table XIV-1 (page 235) shows the states in which school library supervision had been established before California's first school library consultant position was filled in December, 1959. As indicated by the table, in 25 states at least one school library supervisory position in the State Department of Education had been filled; in at least nine other states, two or more such positions had been filled. Not included in the table are states where the state library or state library extension agency had legal responsibilities for school libraries. A number of these agencies presumably had supervisory positions as well.

That the nation's then second most populous state obtained its first school library supervisory position in the State Department of Education 68 years after such a position had been established in another state explains in part the lag in school library programs in California. As shown in Table XIV-1, North Carolina, which had only about one-fourth the school population of California, had four school library consultant positions in 1959, six years before the advent of ESEA, Title II -- a level of school library consultant staffing that California achieved in late 1966 with the aid of federal funds.

In the California State Department of Education, responsibility for school library consultant services is assigned to the Bureau of Audio-Visual and School Library Education in the Division of Instruction. At this writing, the staff of the bureau consisted of a bureau chief, three audio-visual consultants (one funded under NDEA), four school library consultants (three funded under ESEA, Title II), one educational television consultant (funded under ESEA, Title V), an artist-illustrator, a supervisor of photography, and a clerical staff.

---

[1] Standards for School Library Programs. Prepared by the American Association of School Librarians. Chicago: American Library Association, 1960, p. 30.

To broaden services available through the ESEA, Title II, program, a plan of employing additional personnel temporarily was initiated in February, 1966. Library and audio-visual specialists from other educational agencies were selected to perform short-term assignments to extend the bureau's services. In 1965-66, temporary assignments relating to the Title II program totaled 280.5 man-days of consultant services and 109 man-days of program evaluation services. Over a period of six months, these services totaled 389.5 man-days of work by 92 temporary consultants.

Without the services of these temporary consultants, the present status of the Title II program could never have been achieved. However, these services have resulted in hardship for local programs, which have had to release consultants from their usual responsibilities, and for consultants, who sometimes have had to work during weekends and vacations.

There are many areas of service in which provision of state school library consultant services should be strengthened. Among these are (1) assisting local agencies in evaluating library programs; (2) planning new facilities and services; and (3) improving utilization of materials. In every facet of school library services explored in this report, the need for additional qualified personnel has been identified as a major problem. To help solve these problems, inservice education workshops must be increased in number to improve the proficiency of school librarians now available. In addition, assistance should be offered to colleges and universities in developing and expanding preservice education programs for librarianship and in conducting effective recruitment campaigns.

If school library consultant services in California are to be strengthened, they must be supported by more professional positions. And if the school library consultant staff is to function effectively, it must have more classified staff and related services. More materials -- professional publications, films, filmstrips, slides, and pictures -- should be readily available. And added staff and materials require additional office space. If state school library consultants are to be responsible for planning and conducting inservice education workshops, they too need opportunities for inservice education to increase their knowledge and their capacity for assistance to others. But participation in such conferences and workshops requires time away from work and travel expenses, and frequently these opportunities are available only outside California.

One of the areas most in need of library consultant services -- an area neglected because of insufficient consultant staff -- is junior college library service. There are several reasons why consultant services in this area of librarianship should be greatly expanded. Junior college education has been growing rapidly and has been assuming increased importance in the educational plans of this state. Moreover, junior college librarianship is becoming a specialized field, and its development has far outdistanced the professional literature. (No California standards were available to assist in the study of junior college libraries at the time Chapter V of this report was in preparation; yet, the importance of standards for libraries has long been recognized.)

One of the consultant services needed by the junior colleges is the dissemination of information and materials relating to their libraries. There is need also for feasibility studies of cooperative cataloging and processing services on a regional or state basis and of the New Campuses Library Program, similar to the New Campuses Program that created book collections of 75,000 simultaneously for new libraries on the University of California campuses at San Diego, Irvine, and Santa Cruz.

New junior colleges are being planned and constructed in such numbers that participation in the planning of new junior college libraries alone could consume the major portion of one consultant's time. Many committees in various organizations are working on programs that affect junior college library planning and services, and an important coordination function could be established through representation on such committees. The whole field of junior college librarianship in California is one that has few precedents and offers a wide scope for creative and effective leadership at the state level.

The duties of the Consultant in School Library Services are specified by the California State Personnel Board and are described as follows:

> . . . develops, promotes, and coordinates statewide policies and practices for school library services in terms of curriculum needs; advises and consults with school librarians, teachers, school supervisors, and school administrators for the purposes of orientation and interpretation of the educational functions of school libraries; develops and implements programs of inservice library training for local school personnel; studies and recommends to school administrators the purchase and installation of appropriate equipment and materials for educationally sound school library programs; assists in interpreting and securing compliance with the provisions of the California Education Code and rules of the Department of Education relating to school libraries; conducts research in school library service problems, evaluates trends, and coordinates and gives advice on studies pertaining to problems of school library facilities and services; represents the Department of Education with the California School Library Association and acts in a liaison capacity with college and universities providing library training and with school districts needing service; cooperates with other staff members of the Bureau of Audio-Visual and School Library Education to insure a balanced instructional materials program; addresses lay and professional groups and associations; dictates correspondence and prepares reports; and does other work as required.

When the duties previously outlined are compared with those listed in the ALA standards for school library supervision at the state level and with those services listed as comprising the program of state school library supervision, many similarities may be found. However, the inadequate number of full-time positions limits the depth of services actually available. The use of temporary personnel makes more coverage possible but cannot replace the consistency and quality of service that additional full-time state personnel could provide.

Just as school library services at all other levels in California have been found to be falling short of standards, so are those offered at the state level. Together with school library programs at other levels, school library consultant services provided by the state lack the numbers of qualified people needed for satisfactory performance.

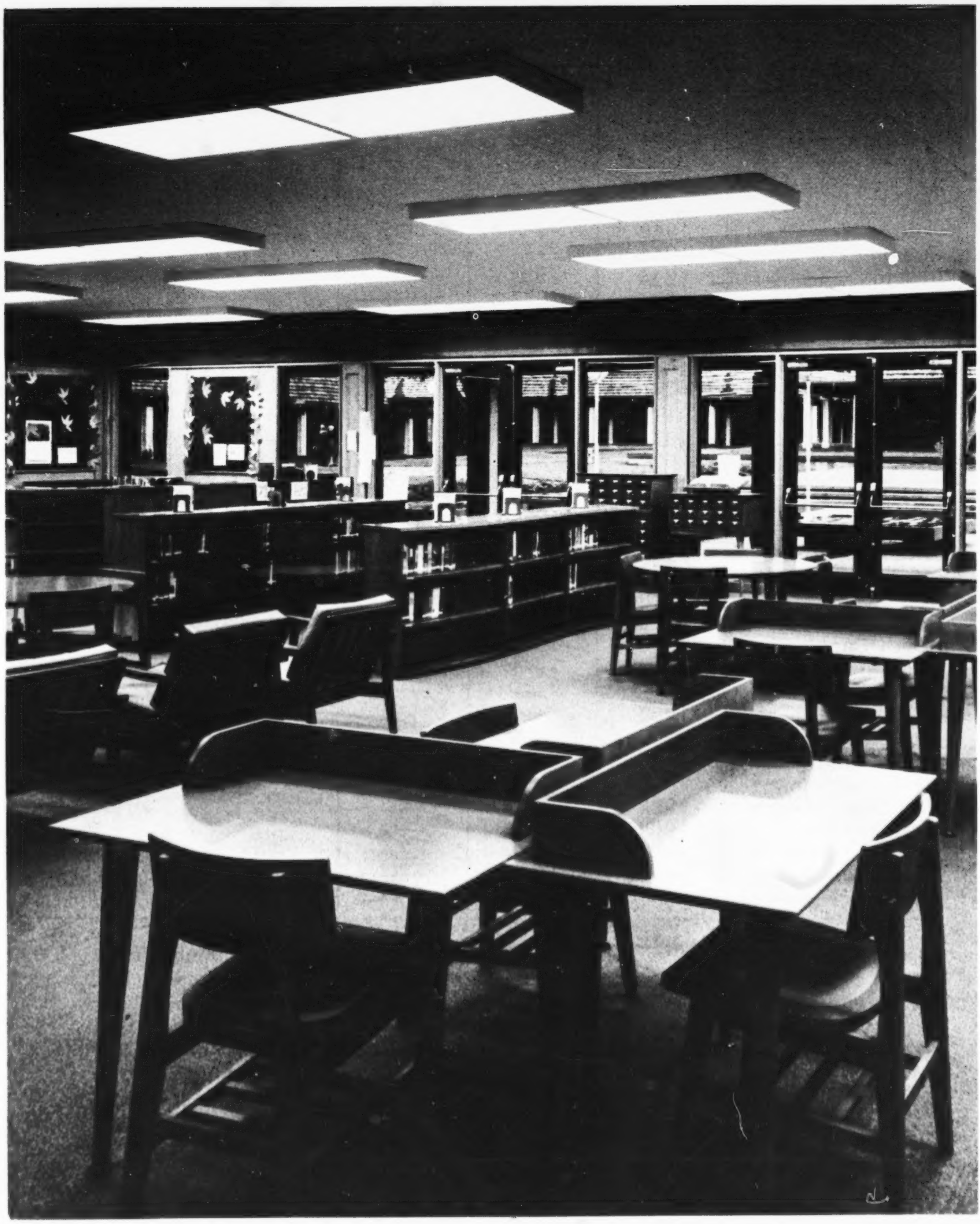
Table XIV-1

School Library Supervisory Positions in State Departments of Education -- 1959*

State	Year professional positions were established			Number of persons, including incumbents, who have held positions as supervisors
	First position	Second position	Third position	
Alabama	1931	1946	----	4
Alaska	----	----	----	0
Arizona	----	----	----	0
California	1959	----	----	0
Colorado	1949	----	----	0
Connecticut	1944	----	----	1
Florida	1943	1958	----	3
Georgia	1937	1948	1948	4
Hawaii	1959	----	----	1
Illinois	1950	----	----	2
Indiana	1945	----	----	4
Iowa	----	----	----	0
Kansas	----	----	----	0
Kentucky	1933	----	----	4
Louisiana	1929	----	----	3
Maryland	1947	----	----	1
Massachusetts	1945	----	----	4
Minnesota	1911	1957	----	5
Mississippi	1946	----	----	5
Montana	----	----	----	0
New Jersey	1948	1957	----	3
New York	1904	1918	1924	10
North Carolina	1930	1953	1959[†]	5
Ohio	----	----	----	0
Oklahoma	----	----	----	0
Oregon	1959	----	----	1
Pennsylvania	1955	----	----	1
Rhode Island	1959	----	----	---
South Carolina	1946	----	----	1
Virginia	1923	1935	1937	5
Washington	1909	1909	----	4
West Virginia	----	----	----	0
Wisconsin	1891	1913	----	11
Wyoming	----	----	----	0

*Source of these data was a 1959 study by the U. S. Office of Education. Omitted from the study were 16 states (Arkansas, Delaware, Idaho, Maine, Michigan, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, South Dakota, Tennessee, Texas, Utah, and Vermont) in which the state library or state library extension agency had legal responsibility for school libraries.

[†] North Carolina added four school library supervisory positions in July, 1959.



XV

Recommendations for the Improvement of School Libraries

"It is essential to the provision of quality education that an adequate, effective school library service be furnished by the schools."[1]

The studies authorized by Assembly Bill 2259 have been completed, and their findings have been reported to the Department of Education. The evidence is at hand; California school libraries are not adequate. This conclusion is clear and inescapable.

This chapter presents the recommendations of the survey for action that would enable California schools to provide the effective school library service essential to quality education. The recommendations are grouped into three categories according to the level of the agencies that must initiate the action: state level, county level, and district or individual school level. Subgroupings are made of recommendations closely related to one another.

Recommendations for Action at the State Level

The first category includes recommendations that involve legislation or general policy, or that otherwise require action at the state level to improve the library program for all of the schools of the state. If these recommendations are to be implemented, they will need support from representatives of every level of education. Action must be initiated by the State Department of Education, the State Board of Education, or the Legislature; many recommendations will require the united support of all three in order to become effective.

Recommendations for Legislative Action

1. That a proposal for a School Library Development Act be submitted to the California State Legislature, and that its provisions include:

    a. Establishment as state policy that all elementary schools and high schools shall have school library services with appropriate physical facilities, materials, and credentialed personnel

    b. Authorization for the State Board of Education to define requirements for minimum levels of services, facilities, and financial support

---

[1] Assembly Bill No. 2259, Section 1. (See Appendix A.)

   c. Appropriation of specific state funds to assist school districts in complying with the policy and requirements stated previously

   d. Appointment of an advisory committee to aid in the implementation of the School Library Development Act

2. That a proposal for a Junior College Library Development Act be submitted to the California State Legislature, and that its provisions include:

   a. Establishment as state policy that all public junior colleges shall have library services with appropriate physical facilities, materials, and qualified personnel

   b. Authorization for the State Board of Education or other appropriate governing body to define requirements for minimum levels of services, facilities, and financial support

   c. Appropriation of specific state funds to assist junior college (or unified) districts in complying with the policy and requirements stated previously

   d. Appointment of an advisory committee to aid in the implementation of the Junior College Library Development Act

3. That a proposal for a School Library Education Act be submitted to the California State Legislature, and that its provisions include:

   a. Establishment of a scholarship program to aid in financing qualified candidates in graduate-level preparation for school librarianship

   b. Appropriation of state funds to assist state institutions of higher education to develop and expand programs in school librarianship on their own campuses and, by extension, in areas not served by a state college or university

4. That a committee on school libraries be appointed to continue the work begun by the Advisory Committee for the School Library Research Project by assisting in the implementation of the recommendations of this report, by continuing the study and evaluation of school library services, by providing liaison with other groups working on related educational problems, and by assisting in the general advancement of school library services

5. That the Education Code sections relating to school libraries be revised and reorganized to provide a clear legal basis for school library services appropriate to current educational programs

6. That Education Code Section 17503 be repealed; or, if not repealed, be amended to include school librarians in the "classroom teacher" category in determining percentages of the instructional budget

7. That efforts be made to convince the Congress of the United States that amendments to Title II of the Elementary and Secondary Education Act and to other appropriate federal legislation are needed to provide funds for school library personnel

Recommendations on Personnel

8. That a school librarian be appointed to serve as a member of the State Curriculum Commission[2]

9. That a full-time school library consultant position with necessary supporting services be established to assist in improving the junior college library programs of the state

10. That additional school library consultant positions with necessary supporting services be authorized for the State Department of Education to assist in implementing the recommendations of this study

11. That a school library consultant be included in each major curriculum committee of the State Department of Education

Recommendations for Department of Education Action

12. That the California School Accounting Manual be revised to establish budget categories that will allow more accurate identification of library expenditures for local, state, and federal reports and research

13. That Education Code sections 7154 and 8806 be implemented by the collection of annual reports, the compilation of statistics on school libraries, and the publication of these data, so vitally needed for school and junior college library development

Recommendations on Colleges and Universities

14. That a plan for cooperative action be developed among the state institutions of higher learning to increase and improve the opportunities for preservice and inservice education in school librarianship

15. That the importance to teachers of utilizing school library resources and services to support the educational program be stressed by those responsible for teacher education

---

[2] The Citizens Advisory Committee for Education also recommended this appointment.

16. That the procedures and criteria for accrediting the librarianship programs of institutions of higher learning that offer courses leading to a credential authorizing service as a librarian be reviewed and revised when necessary

17. That the Western Association of Schools and Colleges be requested to place greater emphasis upon the evaluation of library services in its accreditation programs for high schools and junior colleges

Miscellaneous Recommendations

18. That a campaign be developed to recruit more students for librarianship and to encourage more school librarians both to prepare for teaching in library education programs and to acquire the necessary preparation and credentials to serve as school library supervisors and directors

19. That intensified effort be made to acquire information about new developments in library services, such as the utilization of automated devices and communication systems and their possible application to school library services

20. That county superintendents of schools be encouraged to extend school library consultant and coordination services for school district personnel within their counties and to assist in the coordination of district and county school library programs with state programs

21. That consideration be given to the establishment on a regional basis of collections of books and other materials for children and young people so that librarians and other school personnel may inspect new materials before purchasing

Recommendations for Action at the County Level

The second category of recommendations relates to the school library functions of the office of the county superintendent of schools. In its role as an intermediate office, the county superintendent's office can well provide for the school districts of a county, or for an area comprising more than one county, some of the services provided in many states by a state department of education. Contract school library services provided by a county superintendent of schools are unique to California. Expanded services from the county superintendent's office do much to aid in development of effective school library programs for California schools.

Recommendations on Planning and Operations

22. That direct library book services provided by contractual agreement be continued until school districts receiving these services are ready to provide adequate school library programs, including facilities, equipment, materials, and credentialed library personnel

23. That school library services provided by contractual agreement be reviewed annually to seek ways of improving these services

24. That in those counties where library services are provided through contractual arrangements with the librarian of the county public library, the county superintendent assume leadership in coordinating public library services to schools with the educational programs of the schools

25. That counties continuing or establishing direct book services evaluate the adequacy of facilities, services, and staffing according to current needs and standards

26. That a county school service fund project be established to design an instrument and procedures to aid in the evaluation of county school library services

Recommendations on Personnel

27. That the staff of each county superintendent of schools include qualified personnel to provide school library consultant and coordination services, regardless of whether direct book services are provided by the county superintendent or by the county librarian, or whether the need for direct services continues

28. That consideration be given to developing regional county school library services and to sharing personnel in counties too small to support a full-time credentialed staff

29. That county school librarians responsible for consultant and coordination services be encouraged to continue improving their competence for leadership in the school library profession

30. That consideration be given to employing school librarians to serve in two or more districts of a county on a contractual basis when school districts are too small to provide qualified full-time personnel

Recommendations on Logistics

31. That assistance in the evaluation and selection of materials to be purchased for school libraries be provided to school district personnel having these responsibilities

32. That consideration be given to providing or expanding assistance to school districts in cataloging and processing school library materials

Miscellaneous Recommendations

33. That assistance be provided to school district personnel in preparing for the district's independence from contract services as soon as the district is able to provide personnel, materials, and facilities for the schools of the district

34. That information disseminated by state offices concerning federal and state programs for school libraries be supplemented by county office information services

35. That new developments in library services, such as the utilization of automated devices and communication systems, be studied as a means of supplementing reference services from the county school library and as a means of enabling county staffs to assist school district personnel in considering the installation of new equipment

36. That as school district unification, growth, and financial ability enable school districts to establish library programs, different types of library services be provided as needed and consultant and coordination services be increased

Recommendations for District or School Action

The third category includes those recommendations which apply to all schools equally but are suitable for immediate implementation by the various school or junior college districts without simultaneous statewide action.

Recommendations on Planning

37. That school boards and school administrators develop both immediate and long-range plans to provide an effective library program for each elementary school, high school, and junior college

38. That, if local resources for information and advice on planning library programs are not sufficient, consultant assistance be sought from state and county school library consultants or arrangements be made to obtain such assistance from colleges or universities

39. That state and national standards be consulted for guidance in determining requirements for effective library services

40. That the duties and responsibilities of each school librarian be analyzed according to time spent on each task so that personnel needs for each school library can be determined

41. That school administrators clearly define their expectations of librarians and establish objectives for the school library program, indicating priorities

42. That visits be made to other schools in which library programs are more advanced than those in schools for which plans are being developed

43. That library housing of sufficient size be provided for in plans for new schools and in plans for remodeling or enlarging school plants that do not have suitable library housing, even if the library cannot be equipped fully or staffed immediately

44. That libraries, particularly those serving high schools and junior colleges, include typing facilities, microfilm readers and copiers, taped lessons and lectures, photoduplicating machines, and other such equipment together with materials

45. That library collections be expanded to meet the needs of administrators, teachers, librarians, and other school personnel for professional books, periodicals, and curriculum materials

46. That in the preparation of applications to the Western Association of Schools and Colleges for accreditation, the junior college and high school libraries receive full consideration

Recommendations on Operations

47. That each school have its own library, complete with physical facilities, equipment, materials, and staff

48. That governing boards accept the responsibility for providing adequate library services and, if schools are too small or too new for the immediate provision of adequate library services, the boards make arrangements for such services to be provided by another appropriate agency on a contract basis

49. That districts too small to provide their own district-level services make arrangements with a county superintendent of schools for services

50. That efforts be directed toward making the best possible use of facilities, materials, and available staff time to improve the level of the library program through more efficient utilization of space, resources, and time

51. That cataloging and processing of library materials be provided by arranging that these services be performed at a district or county level or by a commercial company

52. That materials other than books be increased in school libraries so that well-rounded collections can be developed to support the educational program

53. That students be given an important role in implementing plans to solve problems connected with student use of libraries

54. That student representatives be included on committees that consider problems of library service to students

55. That junior college and high school library facilities be made available to students during evenings, weekends, holidays, and vacations, and that the additional staff required for the extension of services be provided

56. That teachers be encouraged to make assignments involving library usage appropriate to the materials and services available and to plan with school librarians assignments that require extensive use of resource materials

57. That school administrators assume leadership in opening channels of communication for school and public library cooperation on topics of mutual interest, such as information about school assignments, curriculum developments, selection of materials, and community library problems with students

Recommendations on Personnel

58. That credentialed personnel employed by the school district be provided, at least on a part-time basis, for every school library

59. That districts too small to warrant the employment of a librarian for a full-time schedule explore the possibilities of providing professional services on a shared-time or part-time basis; for instance, a qualified school librarian employed to serve two schools

60. That each school district with more than one school establish a district program and provide appropriate personnel to assist in achieving the goals of the district plan for school libraries by implementing arrangements for centralized ordering, cataloging, and processing of materials; by conducting inservice training programs; and by providing other supporting supervisory services

61. That school librarians be included in curriculum development planning and projects

62. That school library personnel be allowed released time, and expenses when necessary, to examine materials prior to purchase, to participate in the work of evaluation committees, and to attend selected professional meetings and conferences

63. That school library personnel be encouraged to participate in workshops, programs, and committee work, and to take advantage of opportunities for inservice education

64. That noncredentialed personnel, whether employed or volunteer, not be authorized to perform services which should be provided by personnel holding appropriate credentials. (See Education Code sections 13305 and 13289 and The California Administrative Code, Title 5, Section 78.11.)

Instructional Materials Center
Kern County Union High School District

A

Assembly Bills Authorizing Library Study

Assembly Bill No. 2259

CHAPTER 1650

An act to provide for a three-year study of school library needs and making an appropriation therefor.

[Approved by Governor July 13, 1963. Filed with Secretary of State July 16, 1963.]

The people of the State of California do enact as follows:

SECTION 1. It is essential to the provision of quality education that an adequate, effective library service be furnished by the schools. In order that the school libraries may keep pace with new developments in education, meet the increasing demands for general as well as technical information and for new services that modern educational techniques require, it is necessary to compile a description of existing services, and the extent to which they are available and to evaluate their adequacy against available standards. It is the purpose of this act to provide for such a study over a two-year period.

SEC. 2. A school library research co-ordinator shall be appointed by the Superintendent of Public Instruction with the approval of the State Board of Education.

SEC. 3. The school library research co-ordinator shall receive a salary as fixed by the Superintendent of Public Instruction, in accordance with law.

SEC. 4. The Superintendent of Public Instruction may appoint such assistants and employees as the school library research co-ordinator requires to assist him in the discharge of his duties.

SEC. 5. The school library research co-ordinator shall accomplish studies of the following:

(a) The appropriateness of provisions of the Education Code to the present needs and usages of school libraries.

(b) Library services offered by county superintendents of schools and contract services with county free libraries.

(c) Library services offered in each of the major levels of the schools:

(1) Elementary schools.
(2) Junior high schools.
(3) Senior high schools.
(4) Junior colleges.

(d) Library services offered by school district library centers.

(e) The relationship between school libraries and public, college, university and special libraries.

These studies shall include consideration of financing, personnel resources, physical facilities, technical services, new technology, district organization for administration of library services, and other aspects of library service contributing to quality education.

These studies shall also include the collection of statistics concerning the quantities of various kinds of materials provided, and to evaluate their adequacy against available standards or the curriculum needs of the schools served.

Nothing in this act shall be construed as authorizing an investigation into the suitability of any specific book, periodical, film, picture, or other material for inclusion in any school library.

SEC. 6. In carrying out the purposes of this act the Department of Education may:

(a) Contract with public and private agencies and individuals for research, consultant and other services as may be necessary and convenient.

(b) Do such other acts as may be incidental to the exercise of his powers and functions as conferred by this act.

SEC. 7. Each agency, officer, and employee of the State shall co-operate with the school library research co-ordinator in carrying out his functions under this act.

SEC. 8. The school library research co-ordinator shall make an annual report to the Department of Education setting forth his findings and recommendations in the area of study.

At the end of the second year of this study a comprehensive final report shall be prepared and submitted to the Department of Education. This final report may also incorporate a recommendation for further research in school library service.

Nothing in this act shall be construed as authorizing the recommendation or requirement that any school library be directed to acquire or exclude any specific title, or to acquire or exclude any classification of books, periodicals, films, pictures or other materials by author, subject matter, or type.

SEC. 9. To aid the school library research co-ordinator the Superintendent of Public Instruction shall appoint, with the approval of the State Board of Education, an advisory committee as follows:

(a) One school principal.
(b) One school superintendent.
(c) One curriculum specialist.
(d) Two school librarians.
(e) One representative from a school accrediting agency.
(f) One person from a school offering professional education in school librarianship.
(g) Three public members.

The consultant in school library education shall be an ex officio member.

The members of such advisory committee shall receive no compensation for their services except that they shall receive their actual and necessary expenses incurred in the discharge of their duties.

The advisory committee shall select its own chairman and shall hold meetings as called by the Superintendent of Public Instruction.

SEC. 10. It shall be the function of the advisory committee to make recommendations to the school library research co-ordinator concerning the accomplishment of the purposes of this act.

SEC. 11. There is hereby appropriated from the General Fund in augmentation of Item 77 of the Budget Act of 1963 the sum of twenty-five thousand dollars ($25,000) to the Department of Education for allocation by it to the purposes of this act.

SEC. 12. Funds for the remaining year of this study shall be included in the annual budget of the Department of Education.

Assembly Bill No. 1463

CHAPTER 1337

An act to amend Section 1 of, and to repeal Section 12 of, Chapter 1650 of the Statutes of 1963, relating to school libraries, and making an appropriation.

[Approved by Governor July 15, 1965. Filed with Secretary of State July 23, 1965.]

The people of the State of California do enact as follows:

SECTION 1. Section 1 of Chapter 1650 of the Statutes of 1963 is amended to read:

Section 1. It is essential to the provision of quality education that an adequate, effective library service be furnished by the schools. In order that the school libraries may keep pace with new developments in education, meet the increasing demands for general as well as technical information and for new services that modern educational techniques require, it is necessary to compile a description of existing services, and the extent to which they are available and to evaluate their adequacy against available standards. It is the purpose of this act to provide for such a study over a three-year period.

SEC. 2. Section 12 of said act is repealed.

SEC. 3. There is hereby appropriated from the General Fund in augmentation of Item ___ of the Budget Act of 1965 the sum of eighteen thousand dollars ($18,000) to the Department of Education for allocation by it to the purposes of Chapter 1650, Statutes of 1963, as amended.

B

General Fund Expenditures for Library Books, 1961-1965

Type of district	Other books (Class 240)		Books--capital outlay (Class 1261)	
	Total expenditure	Expenditure per unit of average daily attendance	Total expenditure	Expenditure per unit of average daily attendance
Expenditures in 1960-61				
Elementary	$ 2,133,859.11	$ 1.33	$ 834,377.60	.52
High school	1,817,853.01	2.40	649,695.72	.86
Junior college	311,838.99	2.85	171,342.88	1.57
Unified	2,022,949.94	1.86	476,410.32	.44
All districts	$ 6,285,501.05	$ 1.77	$ 2,131,826.52	$ .60
Expenditures in 1961-62				
Elementary	$ 1,734,237.07	$ 1.35	$ 1,226,160.36	.96
High school	1,249,748.14	2.38	528,149.17	$ 1.01
Junior college	358,771.74	2.71	153,908.58	1.16
Unified	3,039,643.83	1.68	514,167.28	.29
All districts	$ 6,382,410.78	$ 1.70	$ 2,422,385.39	$ .65
Expenditures in 1962-63				
Elementary	$ 1,419,814.61	$ 1.07	$ 1,075,998.27	$ .81
High school	1,484,729.72	2.64	578,949.93	1.03
Junior college	390.787.25	2.64	261,052.60	1.76
Unified	3,747,711.79	1.95	707,393.59	.37
All districts	$ 7,043,043.37	$ 1.78	$ 2,623,394.39	$ .66

Expenditures in 1963-64

Type of district	Other books (Class 240)		Books--capital outlay (Class 1261)	
	Total expenditure	Expenditure per unit of average daily attendance	Total expenditure	Expenditure per unit of average daily attendance
Elementary	$ 1, 447, 941. 96	$ 1. 09	$ 1, 304, 960. 33	$. 99
High school	1, 588, 903. 38	2. 74	583, 768. 99	1. 01
Junior college	462, 518. 50	2. 59	356, 883. 22	1. 99
Unified	4, 500, 776. 49	2. 15	667, 970. 88	. 32
All districts	$ 8, 000, 140. 33	$ 1. 91	$ 2, 913, 583. 42	$. 70

Expenditures in 1964-65

Elementary	$ 1, 648, 355. 36	$ 1. 24	$ 1, 429, 419. 84	$ 1. 07
High school	1, 656, 511. 47	2. 87	756, 064. 27	1. 31
Junior college	559, 694. 44	2. 43	726, 883. 73	3. 16
Unified	4, 997, 641. 66	2. 23	1, 095, 863. 96	. 49
All districts	$ 8, 862, 202. 93	$ 2. 02	$ 4, 008, 227. 80	$. 91

*Compiled by the Bureau of School Apportionments and Reports, California State Department of Education, from annual financial reports. Figures include expenditures by school districts for library and reference books from general fund accounts covering current expenses of instruction and capital outlay but exclude expenditures for textbooks, supplementary textbooks, periodicals, magazines, workbooks, and library and instructional materials.

Five-year Summary of Expenditures for Library Books

Expenditures by school districts for library and reference books are made from general fund accounts covering current expenses of instruction and capital outlay. A summary of these expenditures for the fiscal years 1961--1965 is enumerated as follows:

Fiscal year	Total expenditures (Class 240 + Class 1261)	Expenditure per unit of average daily attendance
1960-61	$ 8,417,327.57	$ 2.37
1961-62	8,804,796.17	2.35
1962-63	9,666,437.76	2.44
1963-64	10,913,723.73	2.61
1964-65	12,870,430.73	2.93

C

A Brief History of School Libraries in California

Although a complete history of school libraries in California has not been written, some of the history of school libraries can be traced in the journals published by the California Association of School Librarians, which observed its fiftieth anniversary in 1965.

The first president of the school librarians' association, which was organized in August, 1915, as the California School Library Association (CSLA), was Ella S. Morgan. Acting as librarian of Los Angeles High School since 1903, she was reported to have been the first trained librarian to be appointed to a school library position in the state.

In a report given to the annual meeting of the National Education Association, Miss Morgan described the school library picture in California at that time. She reported that there were 25 high school librarians, all but three having had library training. In Los Angeles high schools the librarians had faculty status and salary, and sometimes in the larger schools there were assistant librarians as well. About 75 of the 241 high schools in the state were using the services of county public libraries. Book collections in high schools in 1915 totaled 340,000 volumes. The average book collection in rural high schools numbered 1,080; in the cities, 4,289.

The certification of school librarians was one of the first achievements of CSLA. In March, 1916, five credentials in "library craft, techniques, and use" were granted. In May, 1917, the Governor signed a bill which defined school librarians as teachers "subject to the burdens and entitled to the benefits of the public teachers' retirement fund law" and which made it illegal to employ any uncertificated person as librarian for more than two hours a day in any high school in the state.

Early in its history, the California School Library Association developed a southern section and a northern section, each having its own officers, meetings, and activities and each section contributing officers to the statewide organization in alternate years. The southern section consists of "Mono, Inyo, Tulare, Kern, and all counties south." The northern section consists of "Fresno, Kings, Monterey, and all counties north."

A matter of concern to school librarians during the 1920s was the compiling of reading lists for junior and senior high schools requested by the State

---

[1] Condensed from a report for this project prepared by Jessie Boyd, former supervisor of libraries for the Oakland City Unified School District.

Department of Education. A statewide survey by the CSLA, Northern Section, of high schools offering instruction in the use of books and libraries culminated in the first printing in California by school districts of materials relating to library skills.

The names of 251 persons together with notations of the type of credential held by each were included in the Handbook of the California School Library Association, published in 1928. This initial publication, an important milestone in furthering the recruitment and training of school librarians, increased membership in the CSLA and stirred general interest in school libraries.

In December, 1930, monthly meetings devoted to book reviewing and literary discussions were begun by the CSLA Southern Section, to be followed shortly by the northern section. During the years of the great depression, meetings of school librarians often centered on the problems of budget reductions, selection of the best books, and effective use of the assistance of the Works Progress Administration and the National Youth Administration in maintaining library collections and library services. In 1935 the CSLA changed its name to the School Library Association of California (SLAC), revised its constitution, and in November, 1936, published the Bulletin of the School Library Association of California, which combined the separate publications of the northern and southern sections. This publication served as the official organ of the association until its name was changed in November, 1963, to California School Libraries.

The State Department of Education cooperated with the SLAC in the 1930s in making the Secondary School Library Survey from 1935 to 1939. The survey revealed great variations in the quality and quantity of materials and in the services available in high school libraries. This survey awakened administrators and school boards to the need for trained personnel to be in charge of school libraries. It also resulted in the publication of a monograph, Library Standards and Procedures for Small Schools (California Society for the Study of Education, Monograph 3, 1940), to assist schools in developing library programs that would qualify for accreditation.

During World War II many librarians joined the military services. Others contributed their talents to Red Cross and USO activities or collected and sorted thousands of books for the Victory Book Campaign. There were new demands for research work and for meeting curriculum needs to help speed high school students toward graduation. School librarians concentrated on improving instruction in the use of books and libraries. A noteworthy diagnostic test covering library skills was produced by the SLAC Northern Section. Books relating to library skills for secondary schools were written, filmstrips were produced, and many school librarians participated in radio programs.

In 1945 legislation was passed enabling county school superintendents to establish and maintain county school library services and to appoint county school librarians. This legislation marked the beginning of a growing movement and the forming of an influential group of librarians.

Not long after World War II had ended, SLAC felt the impact of censorship attacks upon libraries, schools, authors, and publications. Book selection took on new meaning, and censorship became a matter of serious concern to public and school librarians. In 1955 the School Library Bill of Rights of the American Association of School Librarians was adopted by SLAC as its basic book selection policy. At this time an SLAC Northern Section committee compiled book selection policy statements representing different school levels and districts throughout the state in a publication entitled *The Selection of School Library Materials*, which was distributed by the California Teachers Association. Today it has been replaced by a new publication, *Instructional Materials: Selection Policies and Procedures*, published in 1965 by the California Association of School Librarians.

Throughout the 1950s a long, arduous, and spirited campaign was waged for the appointment of a school library consultant at the state level. Finally, in 1959 a bill authorizing such a position was passed by the Legislature and was signed by the Governor. Mildred M. Brackett received a temporary appointment that became permanent the following July. The position carried the title of Consultant in School Library Education in the Bureau of Audio-Visual and School Library Education, Division of Instruction, State Department of Education.

During the 1950s CASL actively engaged in developing standards for California school libraries. "Standards for California School Libraries," published in the March, 1955, issue of *California School Libraries*, influenced school library policies in other states and in foreign countries.

Because of the shortage of school librarians, a program for library recruitment was emphasized. Library career conferences became annual events in the CASL Southern Section and led to the formation of the Student Library Association of Northern California. During the 1950s various studies and surveys were made relating to budgets for secondary school libraries in northern California, working conditions for junior college librarians, and time and motion studies.

The universal demand for quality education spurred by Sputnik I brought about greater use of library materials and reemphasized academic programs, particularly those in science, mathematics, and foreign languages. In many districts inadequate school library collections and services forced many students to turn to public libraries for help. Out of the resultant confusion has grown increased cooperation between school and public libraries in attempting to solve this continuing problem of mutual concern. At this time attention was turned also to the problem of the reluctant reader and the illiterate. Librarians became deeply involved in their search for suitable materials for remedial reading classes.

Coupled with the demand for quality education was the problem of California's burgeoning population. The establishment of new towns and school districts created an urgent need to construct more and more schools and libraries, which in turn resulted in a marked increase in appointments of district librarians, library supervisors and directors, and county school librarians. To make their work more effective, interest groups were established in the library association to discuss the latest trends in instruction, the planning of school library quarters, supplies, equipment, data processing, information retrieval, centralized and commercial processing and cataloging, and prudent book selection.

The end of the 1950s and the first half of the 1960s will be remembered for national and state legislation favorable to school libraries, personnel, and materials. National Defense Education Act workshops for upgrading and enriching the training of practicing librarians, provisions of Title II of the Elementary and Secondary Education Act to aid school libraries in their collections, and the latest revision of California library standards, School Library Programs for California, have increased interest in school libraries. They have also emphasized the need for providing an adequate number of certificated librarians, extending library book collections, and including other types of instructional materials in school libraries.

The Elementary School Library, a 67-frame filmstrip in color produced by a CASL committee in cooperation with the State Department of Education, has accomplished much to acquaint parents, teachers, administrators, school board members, and librarians with the functions and activities of an effective elementary school library.

The 1960s will also be remembered for the revision of the credential requirements for all school personnel, including librarians; the unprecedented increase in trade books for children; and the increased use of paperback books in libraries and classrooms. The use of educational television to show school librarians presenting library materials and to instruct teachers in the use of libraries as part of their inservice training won favorable attention.

In 1964 Library Building Awards were granted to California school libraries for the first time. These national architectural awards, given by the American Institute of Architects, the American Library Association, and the National Book Committee, honored the Willey Library of Seaside High School in Monterey and the Sequoia High School Library in Larkspur. These libraries have served as a source of ideas to architects, administrators, and librarians in planning new school libraries.

The time had arrived for a comprehensive survey of California's school library programs, personnel, collections, services, and facilities on all school levels. On July 20, 1963, the Governor signed Assembly Bill 2259, providing for such a study.

Today the California Association of School Librarians is facing many of the problems that the eight founders faced in 1915; namely, the urgent need for more credentialed librarians, more elementary school libraries, better collections, greater understanding of the potentialities of the school library in the educative process by administrators, faculties, students, and the public. National recognition of the growing importance of school libraries has come through federal legislation. Not only does this legislation encourage more librarians, more books, and other instructional materials, and more opportunities for upgrading librarianship through advanced study, but the legislation also has given status to libraries and librarians and has challenged them to meet and maintain standards and to continually improve school library services.

Membership in the California Association of School Librarians continues to grow, with a total of 1,575 in 1966 and a potential of many more in years to come. In contrast to the first joint meeting of the sections in 1927, which was attended by 79 members, the state conference held in March, 1966, was attended by 1,300 members, speakers, guests, and exhibitors.

D

The PTA and School Libraries

The following statement about school libraries was adopted by the Board of Managers of the National Congress of Parents and Teachers in May, 1958:

The National Congress of Parents and Teachers believes that the total education of every child (from kindergarten through twelfth grade), regardless of age or maturity, should include the experience that can be provided only by an adequate central school library under the guidance of a professionally trained librarian.

The National Congress recognizes that smaller schools may necessarily be limited to classroom collections and to the services of the teacher-librarian or, in extremely small schools, to classroom collections under the direction of the regular teacher.

The National Congress recognizes that primary responsibility for this service rests with the school board. However, the National Congress suggests that in a school where this vital service cannot possibly be provided, because of inadequate school revenue or an absence of policy, the PTA may help establish a school library as an educational demonstration. The local unit should first secure the approval of the project from the board of education through the superintendent of schools. It should consult with and request counsel from the state school library consultant, the state department of education, the state library agency, or such professional librarians as may be available. Funds may be provided by the PTA for the purchase of books and library supplies. The PTA may also provide volunteer services for the initiation and implementation of such a project. As early as possible the PTA should transfer responsibility for the service to the school board.

Proper Use of PTA Funds

The public often makes the mistake of expecting the PTA to provide school conveniences that should be bought with public funds. Even the members themselves sometimes think that material aid to the school is one function of a parent-teacher association. Accordingly they waste their time and energies in raising money for school equipment and facilities when these needs should be taken care of as a public responsibility.

Before approving proposals for material aid to the school or community, it is well for the PTA to consider whether or not the proposed equipment or service is a public responsibility. PTAs sometimes initiate and operate new services until their value has been demonstrated and public agencies take them over. In emergencies PTAs always have provided, and always will provide, for the pressing needs of children while they work to arouse the public to its obligations. Such action would need the full sanction of school districts.

I5-98 (1632) 72779--300 6-68 10M